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ABSTRACT

This set of health education materials for grade 5 includes a teacher's manual, student workbook, activity posters, suggestions for a special event, and a booklet of letters for parents. The materials cover recommended health education content, including personal health, hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, and environmental and community health. The emphasis in the grade 5 lessons is on managing stress. (LL)

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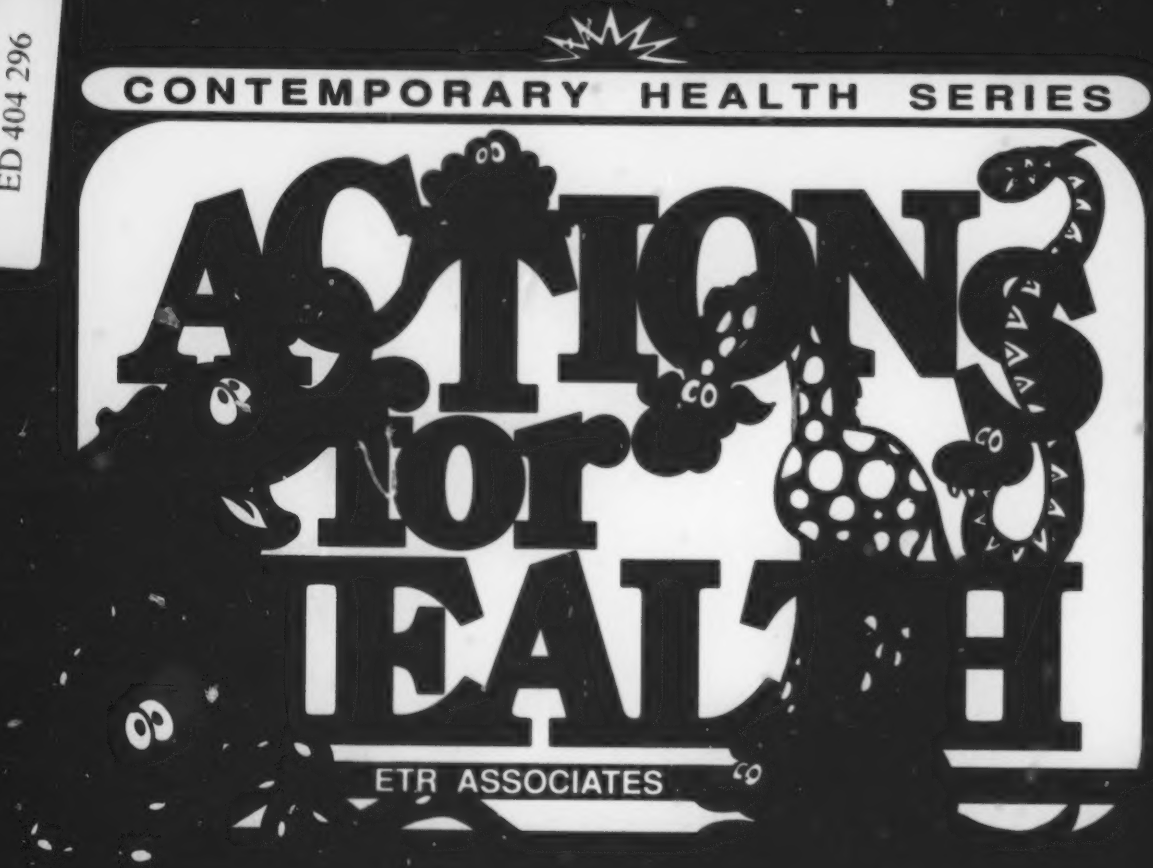

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

ETR ASSOCIATES

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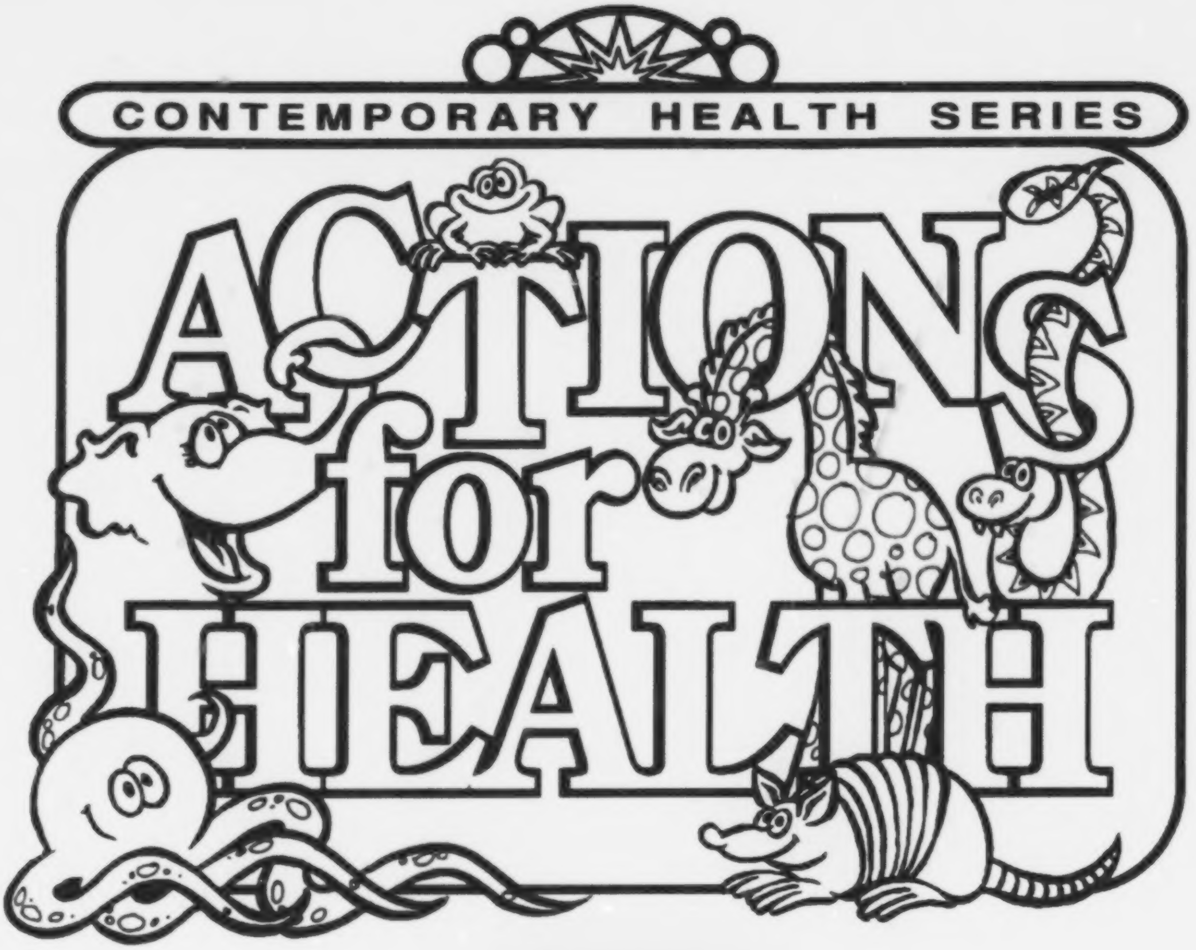

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

5

ETR ASSOCIATES
Santa Cruz, California
1994

ETR Associates (Education, Training and Research) is a nonprofit organization committed to fostering the health, well-being and cultural diversity of individuals, families, schools and communities. The publishing program of ETR Associates provides books and materials that empower young people and adults with the skills to make positive health choices. We invite health professionals to learn more about our high-quality publishing, training and research programs by contacting us at P.O. Box 1830, Santa Cruz, CA 95061-1830.

Actions for Health is the elementary school component of ETR Associates' *Contemporary Health Series*, a K–12 comprehensive health education program.

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Acknowledgments

Actions for Health is the elementary component of ETR Associates' Contemporary Health Series. Together with *Into Adolescence* (for middle school students) and *Entering Adulthood* (for high school students), the series presents a comprehensive instructional program for health education in elementary through high school classes.

In many ways, the elementary program is the most critical part of the series. In addition to promoting cognitive development, elementary health education provides the foundation for building skills that promote healthy behavior and address health risks later in life. Self-esteem, decision making and other important skills that mark a healthy adult require time to develop and take hold. Education for important personal and social skills is essential at the elementary level.

Actions for Health is the result of the efforts of numerous educational advisors and consultants in addition to ETR staff. We wish to thank the administrators, curriculum specialists, teachers and health professionals who helped mold and refine this program. We also wish to acknowledge the students in classrooms across the country who participated in piloting this program. Their involvement was critical to the development of the final versions of each grade.

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Program Philosophy

Actions for Health was designed with the elementary educator's special needs in mind. Each grade level has been pilot-tested in classrooms around the United States to ensure that the curriculum is effective and easy to use.

This comprehensive curriculum for students in grades kindergarten through six addresses the scope of recommended health education content. This content includes personal health and hygiene, family life, substance abuse prevention, injury prevention and safety, nutrition, mental/emotional health, disease prevention, environmental and community health, and consumer health.

Each of these content areas is addressed at each grade level, but different topics are emphasized in different grades for balance and appropriateness. The developers of the Contemporary Health Series have chosen to group these content areas into six areas of emphasis.

Content Emphasis for the Contemporary Health Series

While the organization of the Contemporary Health Series represents a new way to look at health content, it correlates to specific health problems identified by the U.S. Centers for Disease Control (CDC) and to the ten basic health content areas. There is an emphasis, however, on important foundation elements needed to address health problems such as drug use and unintended pregnancy that begin to emerge in adolescence. A brief description of the six areas of emphasis follows:

- *Foundations for Health* addresses aspects of health education that are critical and important to the overall health of individuals. This area includes the topics of mental/emotional health, self-esteem, wellness, communication, stress management, relationships/friendships, responsibility, self-discipline, ethnic and cultural diversity, morals and values, refusal skills and decision making.
- *Personal Health and Nutrition* relates to the physical and personal aspects of health including consumer health and fitness.
- *Substance Use and Abuse* addresses education and prevention skills around the use of tobacco, alcohol and other drugs. This area emphasizes refusal skills and decision making.
- *Family Life and Sexuality* deals with the large range of content and skills related to families, relationships, growth and development, puberty, pregnancy, birth, sexual behavior, and sexuality and responsibility. This area also addresses the skills and information necessary to prevent the spread of sexually transmitted disease (including HIV/AIDS).
- *Injury Prevention* addresses the prevention of both intentional and unintentional injuries, including violence and suicide. This area focuses on encouraging behavior to reduce the risk of injury.
- *Health and Social Responsibility* addresses important social issues that are related to the health and welfare of others as well as self. These issues include acceptance of and respect for ethnic and cultural

differences, environmental concerns, community action, health care, and responsibilities related to the health of others.

While topics in each area of emphasis are addressed in each grade of *Actions for Health,* they are sequenced to be developmentally appropriate.

Personal and Social Skills

Recent research in prevention programs indicates that effective programs combine skill-building activities with information. *Actions for Health* addresses skill development with different skill themes emphasized at each grade level and reinforced across grades. Students use the health content identified for each grade to practice the particular skill for that grade level, although all skills are presented in all grade levels. This emphasis on skills development empowers children to make choices that contribute in a positive way to their health. This, in turn, enhances students' self-esteem.

The following list describes the skills emphasized at each grade level:

- *Grade K—Self-Esteem.* Although not a skill per se, self-esteem provides the foundation for *Actions for Health* and is therefore the focus of Grade K. As with the skills, self-esteem is reinforced in all the other grades.
- *Grade 1—Rewarding Healthy Behavior.* Feeling good about a behavior increases the likelihood that an individual will continue to practice the behavior. Students can be taught to reward themselves for their behavior. They can also learn to provide reinforcement for the healthy behavior of others. Teachers, parents and the community also play an important role in reinforcing and rewarding healthy behavior.
- *Grade 2—Communicating with Others.* Communication is an essential prevention skill. Effective communication skills enable students

to establish feelings of connectiveness, express feelings, communicate health needs and resist internal or external pressures to practice unhealthy behavior.

- *Grade 3—Making Decisions.* Students need to be able to identify decision points, clarify complex issues, gather information, evaluate the advantages and disadvantages of alternatives, and take action. Combined with health knowledge and the opportunity to make healthy choices, the ability to make decisions is a powerful skill.
- *Grade 4—Health Assertiveness.* Students need to be able to negotiate the right and the opportunities to practice healthy behavior. This skill involves resisting pressures to choose options that are inconsistent with personal, family or cultural values.
- *Grade 5—Managing Stress.* The ability to deal with stressful situations without jeopardizing one's health is an essential skill. Students need to be able to identify situations that cause stress and to minimize its potentially harmful effects.
- *Grade 6—Setting and Achieving Goals.* Students who can identify their needs, set goals and take action to achieve those goals are able to take charge of their lives and create their own opportunities to practice healthy behavior.

How to Use This Curriculum

This *Actions for Health* curriculum is designed to be both comprehensive and easy to use. Every effort has been made to make it easy for teachers to engage young imaginations directly in exploring health.

At each grade level, special features of the curriculum include emphasis on a particular skill for healthy behavior, a theme animal, student booklets that communicate health themes in fun-to-read stories, posters, a special event, and suggestions for involving families and community in the students' learning. All elements are designed to make learning about health interesting, personal and fun.

Grade 5 emphasizes stress management skills across a wide range of health content. The student booklet *Misuk and the Totally Stressed-Out Day* illustrates various stress management techniques. The second student booklet, *What About Me?*, looks at family change and the potential stress associated with it.

The curriculum incorporates a variety of instructional strategies designed to develop and maintain student interest and motivation. Some of the strategies are traditional, while others are more interactive, encouraging students to help each other learn.

Each grade in the curriculum has been designed to be taught in approximately 30 lessons, which would be about one health lesson a week throughout the school year. However, you may want to teach these lessons more often or group them in different ways to fit your specific needs. Some lessons do take more time than others to complete. In these cases, lessons can be broken up into two or more sessions; you will probably want to teach all sessions of such lessons in the same week.

Overview of Grade 5

The first unit of the Grade 5 curriculum, **Unit I: Taking Care of Myself,** has three lessons designed to help students understand stress and its effects and to introduce stress management skills. Lessons deal with the difference between eustress and distress and techniques for managing and reducing stress.

Unit II: Healthy Choices, Healthy Lifestyle includes seven lessons on rest, fitness, nutrition and disease. It emphasizes the importance of making healthy lifestyle choices to keep the body strong and healthy, and includes a lesson on evaluating advertising claims of health products.

The six lessons in **Unit III: Dealing with Change** focus on growth and development and family life. Lessons examine the preteen growth spurt, hygiene needs, responsibilities within the family and family change, with an emphasis on how students can employ stress management skills to help them deal with change.

Unit IV: Saying No to Tobacco, Alcohol and Other Drugs has five lessons that examine the effects of drug use and the influences on people's choices to use drugs. The last two lessons in this unit focus on decision-making and refusal skills with regard to tobacco.

Unit V: Taking Steps to Avoid Injury begins with a lesson on safety rules for physical activity. This unit includes lessons on water safety, sports safety, emergency rescue techniques and protecting oneself from physical or sexual abuse.

Unit VI: Stress Busters in the Community offers a lesson on identifying health care professionals who can help people deal with stress.

A final lesson summarizes and reviews the stress management skills students have learned during their study of the curriculum.

Special Event

Each elementary curriculum grade level includes suggestions for a special event that focuses on or features the projects and the health information taught at that level. The suggested special event for Grade 5 is developed around the lessons in **Unit II** on physical activity and fitness. Students develop exercise routines to be shown during an exercise celebration. Be sure to check the suggestions for this special event early in the year so you will have adequate time to plan for it.

We recommend that the special event be a schoolwide and community event. As with any of the suggested activities in this curriculum, feel free to adapt the special event to the needs of your students.

Lesson Elements

To increase your ease in using the curriculum, a simple, consistent design guides you through each lesson. The basic elements of the design are described in the following pages.

Objective

The objective for each lesson is clearly stated. It establishes the content to be addressed and identifies the behavior to be practiced. Some lessons have more than one objective, and each objective is clearly addressed in the suggested evaluation of the lesson.

Time

The time indicated for each lesson is an approximate measure, based on a 45- to 50-minute class period. The actual time required to complete all activities in a given lesson will vary, depending on student interest and ability. Lessons that will probably require more than one class period to complete are indicated.

Overview

The overview briefly discusses the concepts that will be dealt with in the lesson and describes the procedures involved.

Integration

For most lessons, we have suggested appropriate subjects for integration of the health curriculum. We encourage integration as a way to enhance learning.

Teacher Materials and Preparation

Each lesson includes a list of the materials and resources you need to complete the lesson. We have assumed that certain basic materials are always available, including chalkboard and chalk, or posterboard or chart paper and markers. We also assume that your students have pencils or pens to complete the worksheets, and paper on which to take notes. Other supplies you will need, such as art supplies, are indicated for each lesson.

Many teacher pages present information to students as a group. If you have an overhead projector available, these pages can be made into transparencies. You can also enlarge the pages to make posters to show the class or copy the information onto the board.

Procedure

The procedure provides a step-by-step guide to presentation of the lesson. Each lesson contains skills-based activities that provide students appropriate practice with both the content and the behavior indicated in the objective.

Evaluation

Each lesson provides the teacher with one or more methods for evaluating student performance on stated objectives. The methods are listed following the procedure section of each lesson. Evaluative methods include analysis and comment on worksheets and other materials, as well as observation of individual responses.

It is impossible to measure objectively, quantitatively or qualitatively the development and maintenance of many health-related skills, and it is inappropriate to grade student work that is reflective of individual feelings, beliefs or behaviors. Therefore, the evaluation methods serve as tools to assess students' participation and cognitive learning from each lesson.

Home/Family Involvement

Many lessons include suggestions for Home/Family Involvement. Family and community involvement is an important aspect of a comprehensive health curriculum. The health knowledge and skills students gain in the classroom need to be supported and reinforced at home and in the community.

Several lessons include letters about the curriculum to send home. You are also encouraged to invite family members and other volunteers to help you in the classroom as you teach these activities. The lively student booklets have been designed to be taken home and read with family members. We leave it up to individual teachers to choose whether the booklets are consumable. They certainly can be brought back to school for use in future years.

Follow-Up/Extension

Many lessons also include suggestions for Follow-Up/Extension activities. These activities can help you extend and enhance the lesson. You are encouraged to use these activities as appropriate for your class.

Suggested Resources

Some lessons contain suggestions for additional resources, which you can use to supplement the material provided. Some resources offer additional information for you, some suggest activities to enhance students' learning, and some offer information for parents and families. None of these resources are needed to complete the lessons. Feel free to make use of these suggestions as you see fit.

Teacher Responsibilities

Many aspects of a health curriculum deal with sensitive subjects that require a careful approach to teaching. As a teacher, you have a responsibility to follow district guidelines for instruction in sensitive subjects. We have carefully developed activities for appropriateness. However, it is not possible to meet the specific guidelines for all districts.

Additionally, be aware of the maturity level of your students and adjust lesson activities and content accordingly. Involve students' family members as appropriate.

Classroom atmosphere is critical when teaching sensitive topics. You are encouraged to establish classroom conditions and groundrules that contribute to feelings of security, autonomy, belonging, purpose and personal competence.

If possible, for discussions involving the whole class, seating should be arranged in a circle or horseshoe configuration so all students can see their classmates. Such arrangements encourage interaction and promote a more relaxed environment.

Groundrules

Groundrules help provide a comfortable, positive and secure classroom environment. You may choose to involve students in developing class groundrules. Some suggestions for groundrules include:

- Treat each other with respect and courtesy.
- Listen carefully to others.
- Allow others to speak without interruption.
- Be supportive of others. No put-downs allowed.
- No question is stupid or wrong.

Students should be assured from the beginning that they have the right to pass during any discussion or activity that involves personal opinions, feelings or experiences. ***Be sensitive to student feelings, and provide an element of privacy for personal assessments.***

Responding to Student Questions and Concerns

Questions about any aspect of health may be sensitive or difficult to answer. When students ask questions about sensitive issues, consider the following points:

- What is the student really asking?
- Why is the student asking the question?
- What does the student already know?
- How much information does the student need?

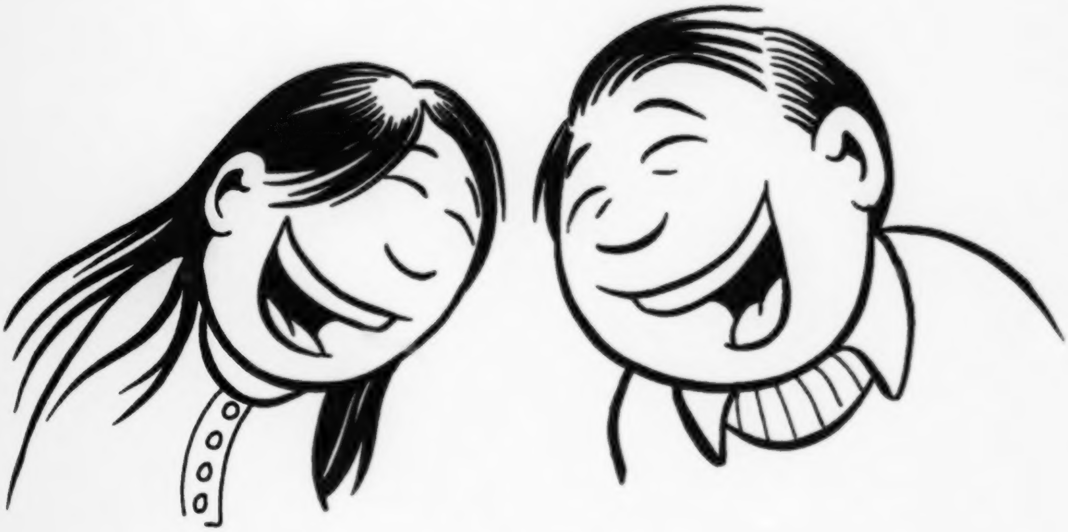
If students begin to disclose information about personal or family problems during class discussion, tell them that you would like to discuss the situation privately. Be sure to arrange to talk privately with such students. The following guidelines can help you respond to students' personal concerns:

- Listen carefully; ask questions only to clarify information.
- Praise the child for telling someone about her or his concern.
- Validate the child's perceptions.
- Reassure the child that it is not his or her fault.
- Encourage the child to talk to parents or appropriate family members about the concern.
- Encourage the child to take good care of herself or himself—to eat healthy food, get enough rest, spend time with friends, work hard in school.
- ***Follow district policy and state laws regarding reporting the disclosure to appropriate authorities.***

You may also want to contact parents or other family members to let them know of the child's concerns.

UNIT I

Taking Care of Myself



LESSON

1

The Two Faces of Stress

Objective

Students will be able to explain the difference between eustress and distress.

Time

One class period.

Overview

Unit I: Taking Care of Myself focuses on the skill theme for this level—managing stress. This first lesson introduces students to the idea that stress has beneficial as well as harmful effects.

To begin the lesson, students participate in an exercise designed to produce a stressful situation. They then discuss their reactions to stress and work in small groups to brainstorm some of the causes of stress. Students also learn that stress has both positive and negative effects. They then complete a worksheet that illustrates these concepts.

Integration

Language arts, social studies.

Teacher Materials and Preparation

HAVE:
✓ Manila or construction paper folders, one for each student.
✓ Art supplies (crayons or markers) for students (optional).

COPY:
✓ **Danger and Opportunity** worksheet, one for each student.

REVIEW:
✓ **Danger and Opportunity** ***Example*.**

Procedure

■ Set up a stressful situation for students by presenting them with an academic challenge with a time limit. For example: Ask students to list the fifty states and their capitals in three minutes or to list fifteen words that start with the letter *y* in one minute. You can add to the stress potential by telling students that this is a pop quiz and they'll be graded on it.

When students have completed the challenge, explain that it was an experiment to see how they would react to a stressful situation.

■ Draw on the results of the exercise and students' previous experiences of stress to identify the body's reaction to stress and some common causes of stress. Help students come up with a working definition of stress—for example, a feeling of pressure or tension.

Ask students how their bodies felt when you announced the quiz (heart beat faster, breathing was more rapid, stomach hurt). What thoughts did they have? (not enough time, not fair).

■ Divide the class into groups of three. Tell groups to brainstorm some things that cause stress in their lives or in the lives of people their age. Have groups report their ideas to the class. Causes of stress may include:

- other people
- school demands
- new or changing situations
- physical problems
- environmental conditions (noises, air pollution, very hot or very cold temperatures)

■ Talk about the physical responses to stress. Tell students that when we experience stress, the body responds by getting ready to act. The heart beats faster and the air passages widen for easier breathing. The senses sharpen and the muscles receive a quick charge of energy.

Explain that these physical responses are called the "fight-or-flight" response. Ask students to speculate on what the fight-or-flight response means.

Tell students that scientists who study stress think that people developed the fight-or-flight response to stress thousands of years ago. When early humans met a wild animal or an enemy, their bodies responded with tense muscles, faster breathing and a faster heart rate. This response gave them the extra strength they needed to fight or to run to safety.

Ask students what might have happened to these early people if their bodies didn't respond to danger in this way (may have been killed or injured). Point out that most of us do not have to fight for our lives on a daily basis. However, we still have the fight-or-flight instinct. We often respond to dangerous as well as nondangerous events in our lives with the fight-or-flight response.

Tell students that sometimes this response is helpful. For example, in a dangerous situation, it helps us respond quickly and effectively. Ask if any students have experienced the fight-or-flight response. Ask for volunteers to share their experiences.

Point out that the fight-or-flight response can cause problems if it occurs too often. It can lead to some health problems if we experience it day after day.

Tell students that some people experience the fight-or-flight response much too often, even in situations that aren't dangerous. When these people get stuck in traffic or misplace something, they start experiencing rapid heart beat, perspiration and faster breathing. Share an experience of your own when you experienced the fight-or-flight response in the absence of a serious danger.

■ Have several students complete the following unfinished sentence: "Stress is...." Explain to students that when people say the word *stress* they tend to think of something negative. In fact, stress is not necessarily bad.

Tell students that different things cause stress for different people. Read some of the following events to students. Tell students to think about each event. Ask them to show thumbs-up if they'd like the activity or thumbs-down if they'd dislike the activity. Chart the results on the board.

- You've been asked to sing a solo at the school assembly or spring concert.
- You've made the state swimming finals.
- You won a contest to talk with Michael Jordan (or fill in any popular sports star) on the telephone for fifteen minutes.
- You have to take a spelling test.
- You got in trouble at school and have to tell your parents.
- You're making something special for your mom for Mother's Day,

but it's a week before Mother's Day and you're not done yet.
- Your parents are letting you decide what restaurant you want to eat at on your birthday.
- A classmate you don't know very well invited you to his or her birthday party.

Select a couple of the events for which the vote was evenly split. Ask for volunteers to explain their votes for these events. Emphasize that one activity might have a very positive effect on one person and a very negative effect on another.

■ Write the terms EUSTRESS and DISTRESS on the chalkboard. Ask students what these two words have in common (the root *stress*).

Ask how many students felt that singing a solo at the spring assembly would be fun and would feel excited if asked. Tell students these are feelings of eustress (*yoo-stress*). Ask how many felt that singing a solo would be awful. Tell those students they would be feeling distress.

Ask students to come up with working definitions of *eustress* and *distress*. Help students develop the concept that eustress means having a positive reaction to a stressful situation—seeing it as an opportunity. Distress means having a negative reaction to a stressful situation—seeing it as a threat.

Ask several students to share examples of a time when they experienced eustress. To help students become comfortable using the term *eustress*, ask them to say, "I experienced eustress when...."

Tell students to close their eyes and picture the word *distress*. Ask them to spell the word to themselves. Tell them to picture next to the word a time when they experienced distress. Encourage students to feel what their bodies felt like when they were in this situation.

Ask students to let that picture fade. Now have them picture the word *eustress*. Tell them to spell it to themselves. Have them picture next to the word a time when they experienced eustress. Tell students to feel the emotions they felt when the experience occurred, if they can.

- Ask students to listen to the following story and decide whether Juan is experiencing eustress or distress.

One day Juan got a letter postmarked from another town. When he read the letter, his heart started to pound and his hands started shaking. He ran outside to find his dad and show him the letter.

Ask students if Juan was experiencing eustress or distress (could be either). Ask what the letter might have said that would cause Juan eustress (he won a contest, a friend is coming for a visit). Ask what the letter might have said that would cause Juan distress (some kind of threat, poor results on a test). Emphasize that the body may react in similar ways to eustress and distress.

Explain to students that some things in life are clearly distressful (a fire, a fight, a robbery). However, many events can cause either distress or eustress, depending on how we look at them.

Tell students that what we say to ourselves can make a difference in whether we feel eustress or distress. If we say, "This is awful. I hate this," what are we experiencing? (Distress.) If we say, "This is a great chance. I'm glad I can do this," what are we experiencing? (Eustress.)

- Tell students that the Chinese word for *crisis* is made of two parts. The first part means danger. The second part means opportunity. Distribute the **Danger and Opportunity** worksheet. Tell students the worksheet shows the Chinese character for crisis. Have students answer the questions on the worksheet.

- Distribute folders. Tell students they'll be keeping the work they do in health classes this year in a special folder. Tell them to put the **Danger and Opportunity** worksheet in this folder. Distribute art supplies and allow students to decorate their folders (optional).

Evaluation

Assess students' responses on the **Danger and Opportunity** worksheet for their ability to explain the difference between eustress and distress.

Follow-up/Extension

Continue the eustress/distress survey begun in this lesson. Have students come up with several situations that might cause eustress for some people and distress for others. Have them survey classmates to find out how they would view these situations. Have students graph their results and share them with the class.

Suggested Resources

Into Adolescence: Actions for Wellpower. M. Waters and A. Hocker. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight includes a lesson on stress, as well as other aspects of wellness.

Into Adolescence: Communicating Emotions. K. Middleton. Santa Cruz, CA: ETR Associates. This curriculum on communication skills for students in grades five through eight includes discussion of the fight-or-flight response.

Name ______________________________________

Danger and Opportunity

1. If an event in your life feels like a danger, will you experience eustress or distress? ________________
2. If an event in your life feels like an opportunity, will you experience eustress or distress? ________________
3. Sometimes two people will see the same event in two different ways. Sam and his sister, Tony, are moving and will be going to a new school in the fall.

a. Sam feels distress. What might he be thinking?

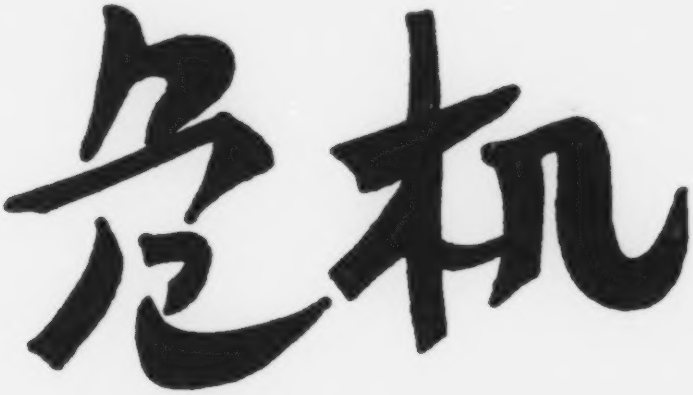
____

____

b. Tony feels eustress. What might she be thinking?

____

____



TEACHER

Danger and Opportunity

Example

1. If an event in your life feels like a danger, will you experience eustress or distress? ***distress***
2. If an event in your life feels like an opportunity, will you experience eustress or distress? ***eustress***
3. Sometimes two people will see the same event in two different ways. Sam and his sister, Tony, are moving and will be going to a new school in the fall.

a. Sam feels distress. What might he be thinking?

He might be worried that he won't have any friends.

b. Tony feels eustress. What might she be thinking?

She might be excited about meeting new friends.

危机

LESSON

2

Stress Solutions

Objective

Students will be able to describe ways to manage stress.

Time

One class period.

Overview

The lesson begins with a demonstration of the effects of stress. The class then reads a story that illustrates techniques for dealing with stress. A worksheet reinforces the messages in the story.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:

✓ A piece of clothesline or thick cord, at least five feet long.
✓ Several clip-type clothespins (optional).
✓ A washcloth.
✓ Several heavier items that could be hung on a clothesline (shoes, coats, etc.).
✓ *Misuk and the Totally Stressed-Out Day* student booklet, one for each student.

COPY:

✓ **Telegrams from the Zoo** worksheet, one for each student.
✓ **Learning to Handle Stress** letter, one for each student.

Procedure

■ Review the concepts of eustress and distress with students. Ask them for examples of each.

■ Ask students to vote on the following question: Is stress good or bad? Use a piece of clothesline or cord to demonstrate the following concepts:

- Life with the right amount of stress—Have two students hold the clothesline taut and hang a washcloth (or other small item) on the clothesline.
- Life without stress—Have students let the clothesline sag so the washcloth touches the floor.

- Life with too much stress—Have students hold the clothesline taut. In addition to the washcloth, hang some heavier items (gym shoes, boots, a coat) on the line until it starts to sag.

Discuss the demonstration with students. Ask students what the clothesline was like without stress (useless, washcloth got dirty). How would life with no stress be? (Might be boring, things might not get done, might feel like you're drifting.)

Ask what the clothesline with the right amount of stress was like (OK, the washcloth will dry). How is life with the right amount of stress? (Good, interesting but not too difficult.)

Then ask what the clothesline was like with too much stress on it (might break, very crowded). What's life with too much stress like? (Uncomfortable, might feel sick or unhappy.)

Explain that in this demonstration, it was easy to see when the rope had too much stress. How can we tell if people have too much stress in their lives? (They may be irritable, sad, tired, have stomachaches or headaches.)

■ Distribute the student booklet *Misuk and the Totally Stressed-Out Day.* Tell students that this is a story about Misuk (pronounced *Me-sook*). Explain that Misuk is a Korean name that means "beautiful silence." Tell students the story is about ways to handle stress.

Depending on the abilities of your students, have students read the book independently or as a class. Then discuss the story. Ask students how Misuk's father might have known she was feeling stressed (she was angry, tired, her head ached).

Ask students why Misuk's father took her to the zoo rather than just telling her how to reduce stress (good way to relax; animals could help her remember techniques). Ask students to list some of the ways to handle stress that Misuk saw at the zoo and the animals that demonstrated them. Responses should include:

- The kangaroo demonstrated exercise.
- The birds demonstrated a calm environment.
- The bears demonstrated good nutrition.
- The seals demonstrated relaxing.
- The monkeys demonstrated being with friends and laughing.

Ask students what Misuk's father suggested to help Misuk deal with stress (like yourself, focus on things you do well). What did he suggest she should do when she made a mistake? (Say, "This is not like me. I usually do better.")

■ Distribute the **Telegrams from the Zoo** worksheet. Tell students to write a telegram to Misuk from each of the animals giving her advice about ways to handle stress. Tell them to keep this worksheet in their health folders to help them remember these ways to handle stress.

Evaluation

Assess students' responses in class discussion and on the **Telegrams from the Zoo** worksheet for their ability to describe ways to manage stress.

Home/Family Involvement

Distribute the **Learning to Handle Stress** letter. Tell students to take the letter home with the *Misuk and the Totally Stressed-Out Day* booklet. Encourage students to read the story with their families. *Note:* You may want to use a check-out system for the booklets to be sure all booklets are returned.

Follow-Up/Extension

Have students draw a picture of a time when they felt too much stress. Tell them to draw the things that caused the stress as boxes or bags sitting on their bodies and label each one.

Have students write the story of Misuk's trip to the zoo from one of the animals' points of view. What does the animal think of the things that cause Misuk stress? Are they important? What things cause stress for the animal?

Suggested Resources

Smiling at Yourself: Educating Young Children About Stress and Self-Esteem. A. N. Mendler. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers of children to age ten offers suggestions to help children identify and deal with stress.

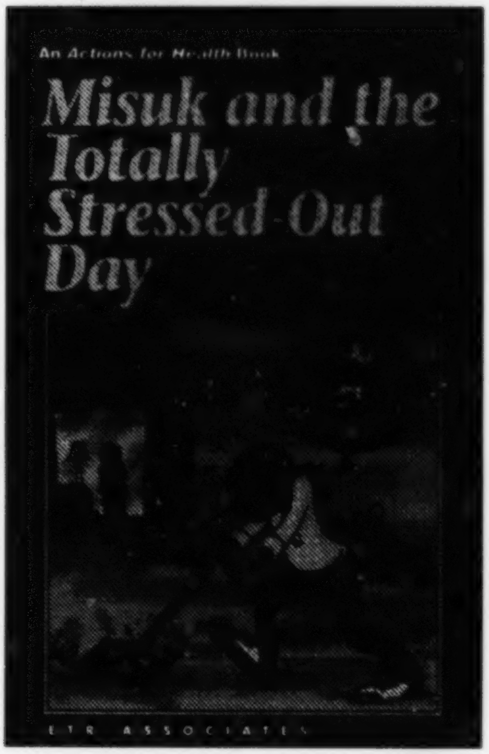
LETTER

Learning to Handle Stress

Dear Family:

This year's comprehensive health curriculum, *Actions for Health,* has a theme of managing stress. Students will be learning specific strategies to help them manage stress, as well as other skills and information to help them make healthy choices.

For children this age, stress comes in many forms. It can be personal—worrying about a test at school, disagreeing with a family member, coping with peer pressure. Or it can be more abstract—worrying about global problems. Emotional health is an important component of overall health. Learning to handle stress now can help children lead healthier lives.


An Actions for Health Book
Misuk and the Totally Stressed-Out Day
ETR ASSOCIATES

In class today, we read a booklet about some of the stresses in the life of one young girl and the ways she learned to deal with stress. Your child has a copy of this booklet to share with you.

Reading this story with your child provides an opportunity to talk about his or her concerns or problems. We hope you enjoy sharing this story with your child.

Sincerely,

____

BEST COPY AVAILABLE

Name ____

Telegrams from the Zoo

Directions: When you send a telegram, you usually have to pay according to how many words you write. So most telegrams are very short. Each of the animals Misuk visited decided to send her a telegram to remind her how to reduce stress. Write a short telegram from each animal to Misuk. Try to write it in less than ten words.

Kangaroo ____

____

____

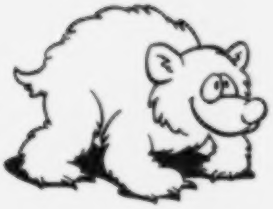
____

Bird ____

____

____

____



Bear ____

____

____

____

Seal ____

____

____

____

Monkey ____

____

____

____

LESSON

3

Becoming a Stress Buster

Objective

Students will be able to list stress management techniques.

Time

One to three class periods.

Overview

There are many techniques that people can use to manage stress. Some, such as yoga and biofeedback, may be complicated. Others are fairly simple and inexpensive.

This lesson offers several activities that can be used in a classroom setting. Most activities give students the opportunity to practice relaxation techniques. Some are designed to build self-esteem, a personal quality that increases the likelihood that children (and adults) can successfully manage the stress in their lives.

Integration

Art, language arts, physical education.

Teacher Materials and Preparation

HAVE:

- ✓ **Stress Busters!**, an *Actions for Health* poster. (See example on teacher page.)
- ✓ Tape recorder or CD player.
- ✓ Guided visualization tape (optional).
- ✓ Soft music.
- ✓ Heavy metal or hard rock music.
- ✓ Drawing paper, two sheets for each student.
- ✓ Art supplies (crayons or markers) for students.
- ✓ Writing paper for students.

Note: Materials needed depend on the stress management activities you choose to present.

COPY:

- ✓ **Stress Buster Certificate** worksheet, one for each student.

PREPARE:

- ✓ Review the **Stress Management Activities**. Select one or more activities that seem appropriate for your students, the community you live in, and the time you have available for the lesson.

Procedure

■ Remind students of the story *Misuk and the Totally Stressed-Out Day* from Lesson 2. Acknowledge that there are things people can learn by watching animals. However, the life of a human being is different from the life of an animal. People seem to need more ways to deal with stress than animals do.

Show students the *Stress Busters!* poster. Point out the stress management techniques that were described in *Misuk and the Totally Stressed-Out Day.*

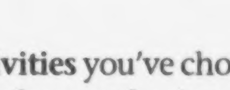
Explain to students that some strategies for dealing with stress are lifestyle habits that keep us healthy. They help prevent stress from getting the best of us. These habits include eating well, exercising and getting enough sleep. Other strategies are specific things we can do or use when we're feeling stressed. These include:

- deep breathing
- visualization
- muscle relaxation
- listening to quiet music
- laughing
- hobbies
- positive self-talk

■ Conduct the **Stress Management Activities** you've chosen. Take as much time as you need for each activity. Before you begin each activity, explain its purpose.

■ Distribute the **Stress Buster Certificate** worksheet. Tell students to fill in the information about themselves and to write down one or two ways to manage stress that they can use. After reviewing the certificates, sign them and return them to students. Suggest that students keep the certificates in a prominent place at home or in the front of their health folders.

Encourage students to refer to their certificates when they are feeling stressed and to use the techniques listed there. Tell students that as they learn more techniques they can add them to the certificate.



Evaluation

Assess students' responses on the **Stress Buster Certificate** for their ability to identify stress management techniques.

Home/Family Involvement

Invite family members who have unusual hobbies to visit the classroom to demonstrate their hobbies to students.

Follow-Up Extension

In small groups, have students create cartoon books illustrating situations that "stress out" students their age, as well as a "Stress Buster" antidote to the situation.

Have your physical education teacher introduce students to some stretching and relaxation exercises.

Talk about methods of relaxation or stress reduction in other cultures. Examples could include yoga, tai chi, meditation.

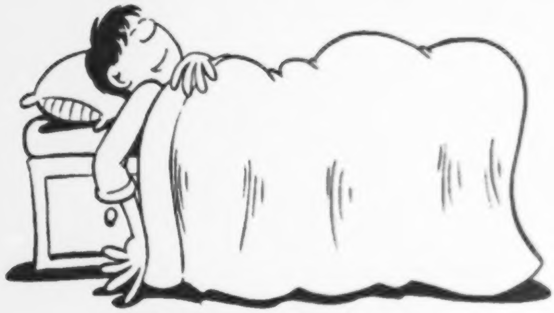
Suggested Resources

Smiling at Yourself: Educating Young Children About Stress and Self-Esteem. A. N. Mendler. Santa Cruz, CA: ETR Associates.

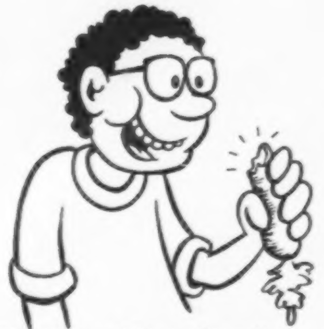
Stress Busters!

An Actions for Health *Poster*

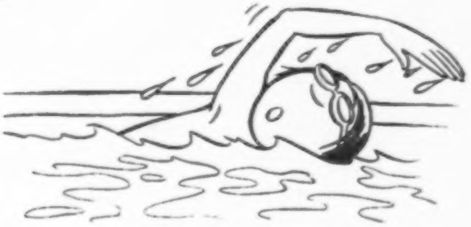
Stress Busters!



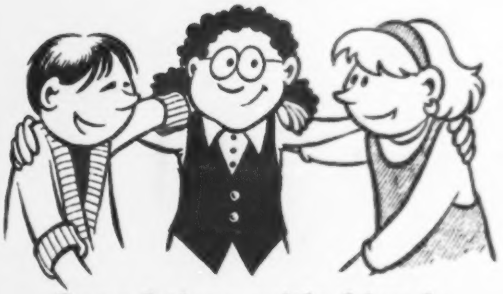
Get enough sleep.



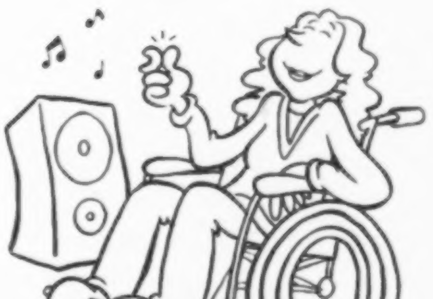
Eat healthy food.



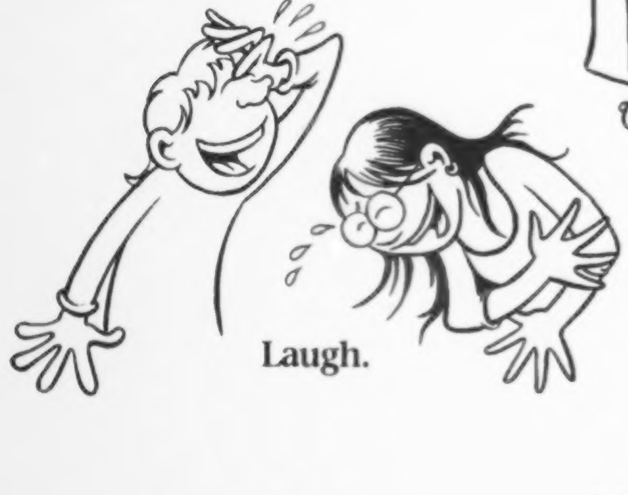
Exercise.



Spend time with friends.



Listen to music.



Laugh.

TEACHER

Stress Management Activities

Directions: Choose one or more of the following activities to share with students. Be sure to allow enough time for the activities you choose. If you rush through the activities, you've defeated their purpose—helping students learn to relax.

Remember, it's better to do one activity that offers students the opportunity to feel relaxed than to try to teach several techniques in a hurried fashion. This lesson may take from one to three classroom periods, depending on how many activities you choose to do with your students.

For the quiet activities (A, B and C), emphasize to students the importance of being still, to allow themselves and other students to relax.

Activity A:

Muscle Relaxation

Have students get comfortable in their seats or on the floor. Have students begin progressively tensing their muscles. *Note:* Caution students not to tense any muscles so hard that they hurt.

Tell students first to tense their feet. Next, have them tense their legs. Then have them tense their bodies, below the waist. Next, have them tense their torsos, from the shoulders to the waist. Then have them tense their arms and hands. Finally, have them tense their faces and necks. Ask students to hold the tension about ten seconds. (The entire body should be tense at this point.)

Then have students slowly relax their muscles, starting with the face and neck, moving to the arms and hands, progressing to the upper body, then the lower body, and finally releasing the tension in the legs and feet.

Activity B:
Deep Breathing

Ask students to get comfortable in their seats. Play some soft background music. Lower the lights. Have students close their eyes and practice inhaling through the nose and exhaling through the nose and mouth. Ask them to take long, deep breaths that fill up the abdomen.

When students have practiced deep breathing, have them practice the following pattern as you count:
- Breathe in for a count of four.
- Hold for a count of four.
- Exhale for a count of four.
- Pause for a count of four.

Continue for three to four minutes. If this activity is repeated on successive days, increase the number of minutes that students practice the exercise.

Activity C:
Breathing and Visualization

Have students get comfortable in their seats or on the floor. Count for them while they start the deep-breathing pattern (see Activity B). Using a soft, slow voice, ask students to picture a quiet, relaxing spot. Suggest that the spot might be in the woods, at the seashore, in the mountains, on the ocean, in the desert, etc. Ask students to see themselves relaxing and enjoying this spot.

Let students continue the visualization for at least five minutes. To end the visualization, ask students to see themselves moving slowly toward the classroom. Have them stretch and then open their eyes.

Explain to students that when they are feeling tense, they can always close their eyes and visualize this quiet place—this special spot—in their minds.

Note: As an alternative, you may wish to play an audiotape with a guided visualization for students.

Activity D:

Listening to Music

Have two music selections—one a heavy metal or hard rock song, another relaxing, soft music with no lyrics. Each selection should be about five to six minutes long.

Give students each two sheets of drawing paper. Tell them to draw whatever picture comes into their minds as they listen to the music you play. Encourage them to use whatever colors each musical piece evokes.

Play the hard rock or heavy metal piece first. Tell students to draw a picture as they listen to the music. When the song is over, ask students to place that drawing to the side. Then play the soft music, and have students draw a picture to accompany it.

When students have completed their drawings, divide the class into small groups. Ask students to show their drawings to their groups and to let other group members guess which drawing accompanied which music. Ask the groups if they can come up with any generalizations about how music might affect stress levels.

Discuss with students how they might use this information at home to help themselves relax.

Activity E:

What's So Funny?

Ask for several volunteers to tell a joke. After the jokes, discuss with students what other things make them laugh. Ask students how it feels when they laugh. What parts of the body move? Do they feel tense or relaxed?

Have students think of something funny to get themselves to laugh. When most students have started laughing, stop the class and again answer the questions about the effects of laughing. Explain that laughter is an excellent way to relieve stress and break tension.

Explain to students that laughing at jokes and television shows is easy and that this kind of laughter is healthy. However, we probably need laughter most when we're in the middle of situations that cause us stress. Often when things are not going well, humor helps us get through. *Note:* If you have a real-life experience of breaking tension with laughter, this would be a great time to share it.

Activity F:

Humor Game Show

Create a mock game-show format, bringing up three volunteers at a time. Give the volunteers a stressful situation. Ask them to think for a minute about the humor in the situation. Then have them write what they would say on a large sheet of paper. After each round, call up another set of three contestants.

Before giving the first group their challenge, you might want to go over an example with the entire class. "You're just about to go on an all-day bike ride. When you hop on your bike, you discover you have a flat tire." Humorous responses might include, "There must be an air thief in the neighborhood."

Following are some suggestions of stressful situations for fifth grade students. Feel free to add to or adjust these to suit your students.

- You plan on eating the school lunch today. When you get to the cafeteria, they're all out of spaghetti. All that's left is meat loaf. You don't like meat loaf. What can you find funny about the situation?
- You stayed up late doing your social studies homework last night. When you get to school, your teacher is home sick and there's a substitute who isn't going to collect the papers. What can you find funny about the situation?
- Your favorite TV show has just started when you lose electrical power in your home. What can you find funny about the situation?

Activity G:

Hobby Show

Discuss what hobbies are (any enjoyable activities that people do to relax). Brainstorm a list of hobbies that students and others they know participate in.

Ask students to bring in an example of one of their hobbies or a symbol of a hobby. For example, someone who plays basketball as a hobby might bring in a basketball. Give students time to talk individually with other students about their hobbies. Be sure to bring in a hobby of your own.

Have students act out one of their hobbies for the rest of the class to guess. They can either enact the hobby or spell it out as in a game of charades.

Activity H:

Productive Self-Talk

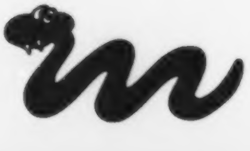
Ask for a volunteer. Stand in front of the volunteer. Ask the volunteer to stretch her or his arms out in front, palms up. Stretch your arms out in front of you and place your hands palms down on the volunteer's palms. Explain that you will try to push the volunteer's hands down. The volunteer's job is to resist your pressure and try to push your hands up. However, while the volunteer is pushing against your hands, he or she must say out loud, "I'm no good. I can't do this. I'm no good. I can't do this...." (You will probably easily push the student's hands down.)

Then repeat the activity. But this time, ask the volunteer to say positive statements such as, "I can do this. I'm very strong...." (The student will probably be able to push your hands up.)

Discuss with students what they observed. Explain that we are always talking to ourselves. What we say to ourselves often determines whether we succeed or fail, whether we relieve stress or become more stressed. The things we say to ourselves are called self-talk. Ask students what kind of self-talk seems more helpful—saying bad things about yourself or saying good things.

Pair up students and let them repeat the activity. Then discuss with students when positive self-talk might be very valuable (taking a test, running in a race, meeting someone new).

Work with students to develop positive statements they could make in stressful situations. For example, when taking a test, they could say, "I've studied as hard as I can" or "I'm smart enough to get a good score on this test" or "I'm going to do my very best." Work with students to come up with examples of positive self-talk they might say to themselves in other stressful situations.



Activity I:

Whom Do I Admire?

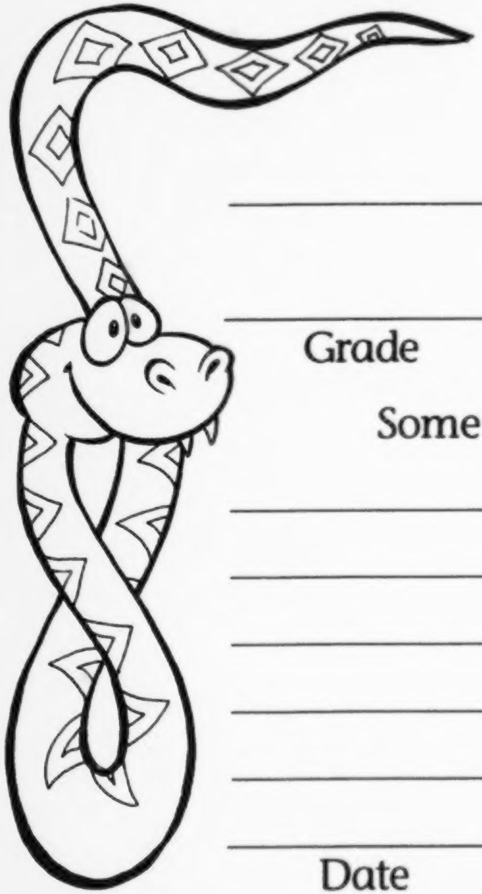
Have students think to themselves of someone at school or at home whom they admire. Ask them to close their eyes and picture the person.

Have students write down three things they admire about the person by completing the following sentence three times: I admire (name) because ________________.

When all students have completed the activity, have them scratch out the name of the person they admire in each sentence and replace it with the word *myself*. Explain to students that usually the qualities that people admire or like in others are qualities they like in themselves.

Name ____________________

Stress Buster Certificate



Stress Busters Club

____

Name

________________ ____________________________

Grade School

Some ways I've found to lower my stress:

____

____

____

____

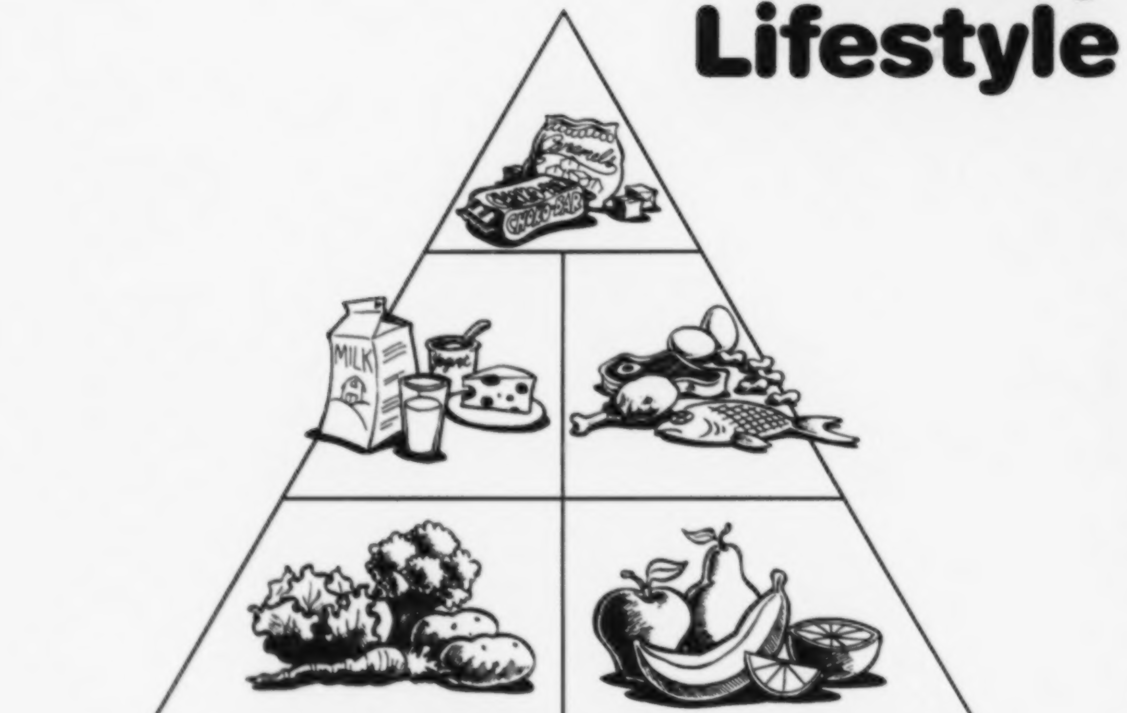
____

________________ ____________________________

Date Teacher's Name

UNIT II

Healthy Choices, Healthy Lifestyle


CHOCO-BAR
MILK
Yogurt
Cereal
RICE CAKES

LESSON

4

Preventing Stress Through Lifestyle Choices

Objective

Students will be able to identify elements of a healthy lifestyle.

Time

One class period.

Overview

Unit II: Healthy Choices, Healthy Lifestyle looks at the relationships among lifestyle habits, stress and chronic health problems. This lesson examines how lifestyle choices and habits affect our bodies' ability to cope with stress. Stories about cars and their owners are used to illustrate some of the effects of nutrition, exercise, rest and drugs on the body. Students discuss in small groups how the owners' choices affect the performance of their cars. They then extend the discussion to lifestyle choices and how these can affect our bodies and our ability to deal with stress. To conclude, students choose a lifestyle habit to work on improving.

Integration

Science.

Teacher Materials and Preparation

HAVE:
✓ Students' **Stress Buster Certificates,** from Lesson 3.

COPY:
✓ **How Do They Run?** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **Whose Car?**
✓ Transparency or poster of **Bitten by Stress.**

Procedure

■ Explain to students that although many decisions are made for them, they are responsible for many health decisions. They make choices, every day, about caring for their bodies. Some of these choices help prevent stress from taking a toll on their bodies; other choices make their bodies more vulnerable to stress.

Show students the **Whose Car?** transparency or poster, and distribute the **How Do They Run?** worksheet. Tell students that a different person owns each of these cars, and that each person has some difficulty with her or his car.

Read the following descriptions of the cars and their owners. As you read, tell students to decide which car is being described and to write the name of the owner by the car. If they have an idea about why the owner is having difficulty, they can write the problem next to the name of the owner.

- One car belongs to Tomas. Tomas washes and vacuums his car every week. He also refills the windshield washer fluid tank. But he never remembers to fill the gas tank. Tomas frequently runs out of gas in the middle of nowhere.

- Another car belongs to Angela. Angela hardly ever uses her car. She keeps it in the garage and sometimes doesn't run the engine for three or four months. When she does drive somewhere, the car seems to have trouble going.

- The next car belongs to Nathan. Nathan does the opposite of Angela. He never turns his car off. He keeps it running for hours and hours. He'll pull up in front of his friends' house and keep the motor on. Nathan has been replacing a lot of car parts lately.

- The last car belongs to Valerie. Valerie is always willing to take a dare—even with her car. Some friends dared her to put orange juice in her gas tank. She did. She's put other things in her gas tank too. Her car doesn't run very well.

■ Divide the class into small groups. Have students work with their groups to identify the causes of the problems for the four car owners. Tell them to list the causes on the worksheet.

When groups have completed their work, lead a class discussion of the problems. Help students understand the following points:

- Car A—Nathan's problem is that he isn't giving the car enough time to rest.
- Car B—Tomas's problem is that he isn't putting gas in his car.
- Car C—Angela's problem is that she doesn't use her car enough.
- Car D—Valerie's problem is that she's putting things in her car's gas tank that don't belong there.

Ask students if they would want to ride in any of these cars. Why or why not? Answers may include:

- Owners are not taking good care of their cars.
- Cars might have serious problems.

Explain that weather conditions can be stressful to cars. Ask students what might happen to these cars in a snowstorm or a thunderstorm or very hot weather. Why would these cars be at risk for a problem? (Owners are not taking care of them correctly.) Ask students if the way these people treat their cars strengthens or weakens the cars (weakens).

■ Have students return to their small groups. Tell them to think about how these people might treat their bodies if they treated their bodies the same way they treat their cars.

When students have had time to discuss this problem, lead a class discussion on lifestyle habits. Show students the **Whose Car?** transparency or poster again. During the discussion, write the lifestyle habit that might be related to the way the people treat their cars under the corresponding car.

Tell students that the body needs regular exercise to help keep muscles strong. Based on how they treat their cars, which of these people is not getting enough exercise? (Angela—Car C)

Add that the body needs a certain amount of nutrients and calories every day to keep itself running. Based on how they treat their cars, which of these people is not eating a healthy diet? (Tomas—Car B)

Explain that after a full day of work and play, the body needs to have enough sleep. During sleep, the body builds new cells to replace old worn-out ones. Sleep also restores energy to the body. Based on how they treat their cars, which of these people is not getting enough sleep? (Nathan—Car A)

Tell students that drugs prescribed by doctors help people fight disease or prevent disease. But when people use drugs for other reasons—drugs

such as tobacco, alcohol or illegal drugs—they can weaken their bodies. Based on how they treat their cars, which of these people might be taking unhealthy drugs into the body? (Valerie—Car D)

Emphasize that people who make healthy lifestyle choices—exercising, resting, eating healthy food and avoiding drugs—have healthier bodies.

Have students share experiences of handling stress, such as taking a test, when they were tired rather than rested or hungry rather than having eaten. Help students generalize that when we're rested and when we've eaten, we're usually better able to handle stress than when we're tired or hungry.

■ Show students the **Bitten by Stress** transparency or poster. Point out that one of the bodies is protected by armor. Tell students this is a healthy body. The armor completely protects it. It has no soft spots where it can be hurt.

Tell students the other body is someone who doesn't take good care of himself or herself. Point out that this person's coat of armor is incomplete. This body has spots that are unprotected.

Point out the mosquito. Tell students this is a very hungry mosquito named Stress. Ask students which of the two bodies Stress is most likely to bite. Help students understand that Stress will bite the person without a complete coat of armor.

Ask students what lifestyle habits can cause soft spots in our armor of wellness (not eating well, lack of exercise or rest, drug use). Emphasize that making healthy lifestyle choices can help us prevent stress from getting the best of us.

■ Ask students to think about the four lifestyle habits that can help us stay healthy and manage stress. Tell them to choose one of these four habits to improve. Do they need to eat a healthier diet? get more exercise? get more rest? Does anyone need to stop using tobacco or alcohol?

Note: Emphasize that students don't have to share the answers to these questions.

Have students write a lifestyle habit that they want to improve on the back of the **Stress Buster Certificate** from Lesson 3.

Evaluation

Assess students' responses in class discussion for their ability to identify elements of a healthy lifestyle that will help them manage stress.

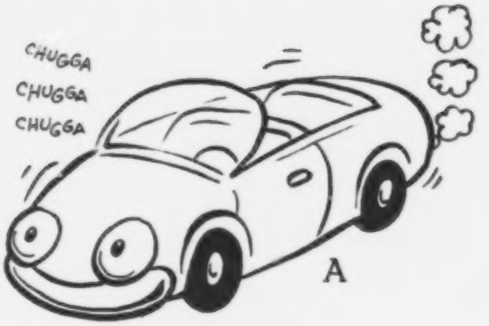
Follow-Up/Extension

Have students extend the analogy about lifestyle habits to another mechanical object—a personal computer, bike or a machine of their choosing. How do you ignore the nutrient needs of this machine? its need for exercise? rest? avoiding drugs?

Suggested Resources

Into Adolescence: Actions for Wellpower. M. Waters and A. Hocker. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight encourages students to set goals for improving personal health, fitness, nutrition, stress management, safety and communication.

Whose Car?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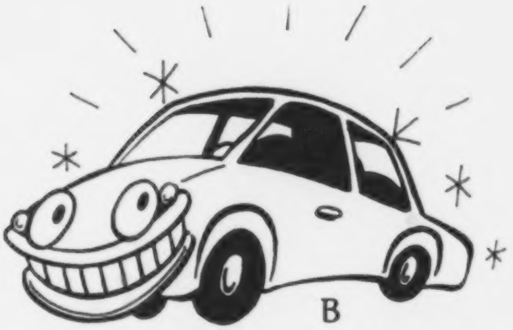

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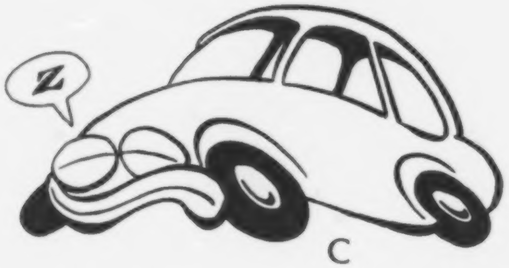

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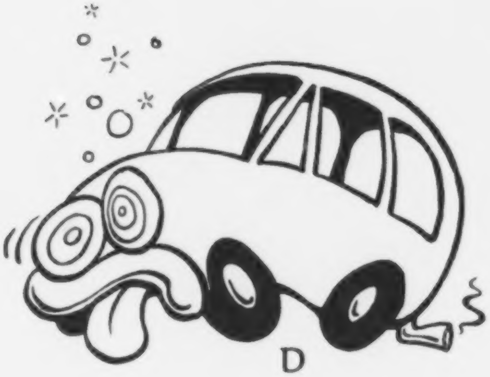
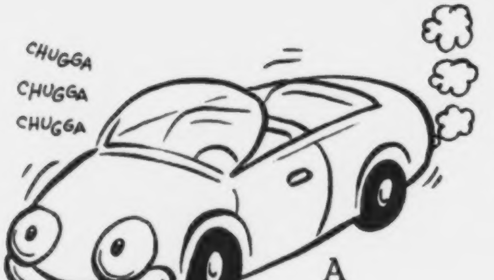


D

Name ______________________________

How Do They Run?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A

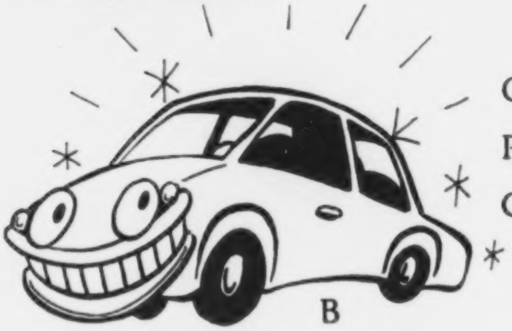
Owner ______________________

Problem ______________________

Cause ______________________

____

____



B

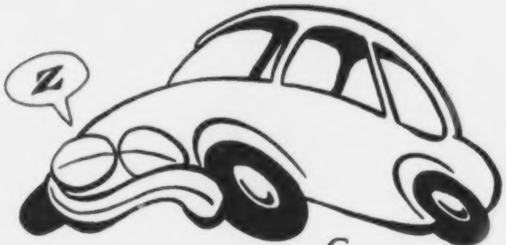
Owner ______________________

Problem ______________________

Cause ______________________

____

____



C

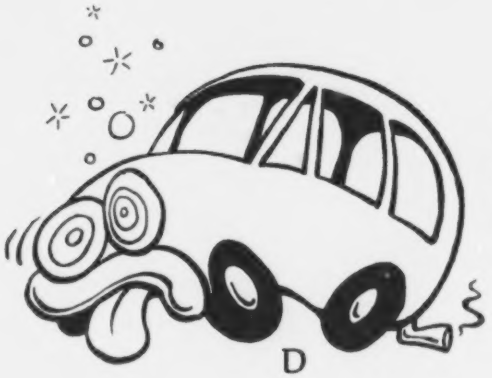
Owner ______________________

Problem ______________________

Cause ______________________

____

____



D

Owner ______________________

Problem ______________________

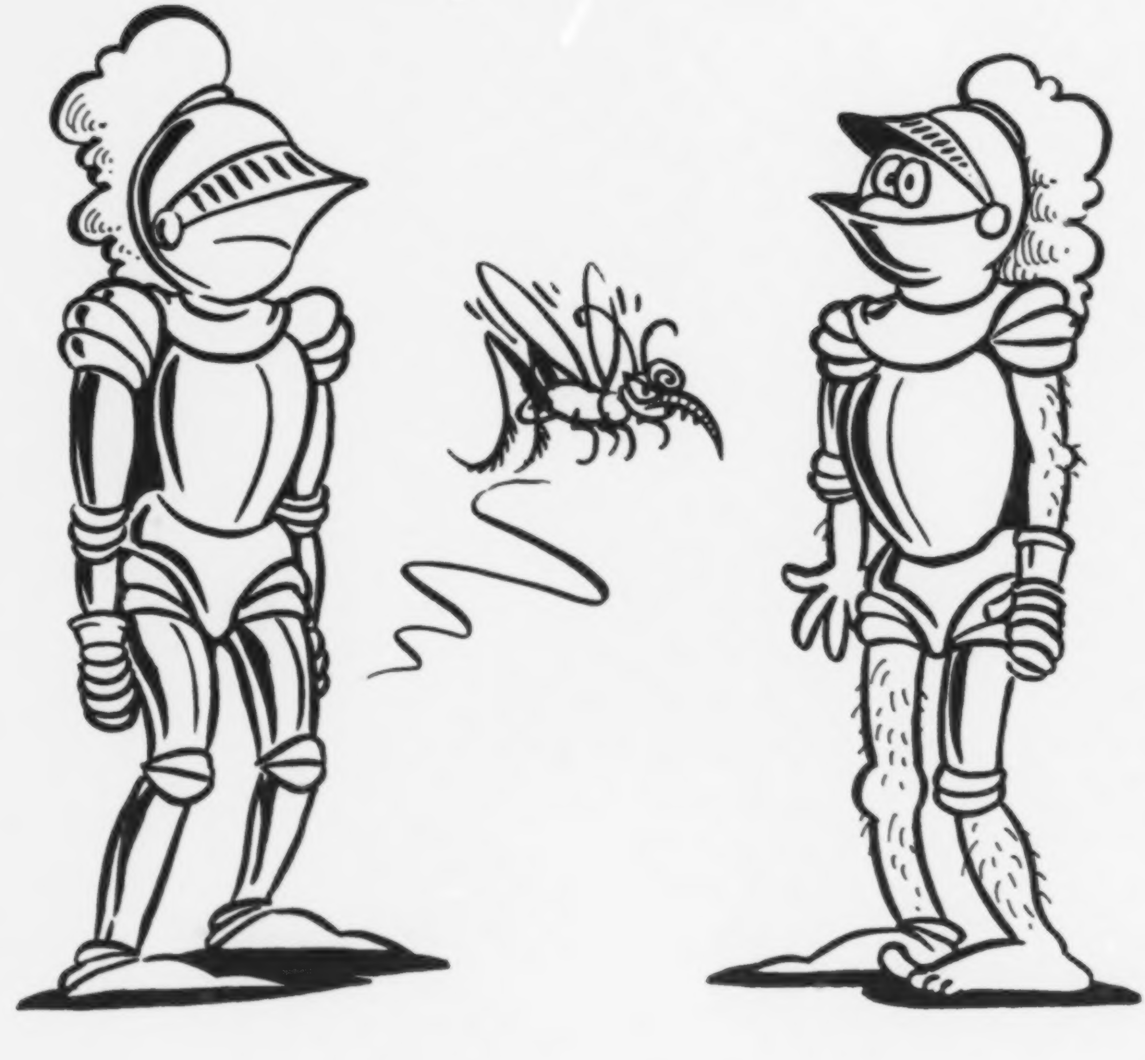
Cause ______________________

____

____

TEACHER

Bitten by Stress



LESSON

5

Balancing Rest and Exercise

Objectives

Students will be able to identify benefits of rest and regular exercise for the body.

Time

One class period.

Overview

This lesson examines the effects of rest and exercise on the body. Students discuss what happens during sleep and the benefits of sleep for the body. They brainstorm some of the benefits of exercise. After a discussion of aerobic exercise, students brainstorm some aerobic exercises. They then complete a worksheet about the benefits of exercise.

Integration

Art, physical education, science.

Teacher Materials and Preparation

HAVE:
✓ Art supplies (crayons or markers) for students.

COPY:
✓ **Exercises I Like** worksheet, one for each student.

REVIEW:
✓ **Benefits of Exercise *Teacher Background Information*.**

Procedure

■ Tell students that today the class will be looking in more depth at two of the lifestyle habits discussed in Lesson 4—sleep and exercise.

Remind students that sleep helps the body restore its energy. When we are rested, our bodies run more smoothly. Sleep also helps us learn and remember more.

Tell students that during sleep, the body slows down. Body temperature drops, heartbeat and breathing slow down, and muscles relax. Because the body is using less energy for activities such as breathing and maintaining temperature, it has spare energy to build new body cells. Every day some cells wear out, so we always need to build new cells.

Add that during sleep, the body clears away the wastes in the tissues. The pituitary gland works harder than normal; it produces growth hormone while we sleep. Tell students this function is especially important for them because they will soon be ready to begin or may have already begun their adolescent growth spurts.

■ Ask students how many hours of sleep they think people their age need. Tell them that people their age need between nine and twelve hours of sleep each night.

Ask students to think about a time when they didn't get enough sleep. How did they feel the next day? Answers may include:

- crabby
- had a headache
- nervous
- not able to think clearly
- didn't look good
- didn't feel good

Discuss with students why people can handle stress better when they're rested than when they're tired. Remind students that rest is part of the "armor" that protects us.

■ Tell students that exercise or physical activity also has important benefits for the body. Ask students to brainstorm some of the benefits of exercise.

Explain that three important benefits of exercise are that it builds muscle strength, muscle endurance and flexibility. Tell students that strong muscles help support the body and help us move. Ask students to suggest some activities that help build strong muscles.

Write student responses on the board under the heading MUSCLE STRENGTH. Responses may include push-ups, pull-ups, sit-ups, weight lifting.

Tell students that muscle endurance means the ability of the body's muscles to work for a long time without getting tired. Write the words MUSCLE ENDURANCE on the board. Ask students to suggest some activities that help build endurance. Responses may include calisthenics, running, dancing, bike riding, skating, jumping rope.

Tell students that flexibility refers to the body's ability to bend and move. Explain that stretching helps improve flexibility and helps prevent injury. Tell students it's important to stretch before and after exercise. Add that they should stretch slowly and smoothly.

Give students directions for a simple stretch they can do at their desks. Tell them to relax the shoulders, then lower the head to the right side until the ear is near the shoulder. Have them hold the position a few seconds.

Then have students slowly roll the head down until the chin is touching the chest. Emphasize that the movement should be slow and gentle. Let students hold the position a few seconds.

Now tell students to lift the head and lower it to the left until the left ear is near the shoulder. Hold a few seconds, then roll the head down and lift as before.

Ask students how the stretch felt. Write the word FLEXIBILITY on the board and list stretching under it. Ask students if they can name any other activities that help increase flexibility. Responses may include gymnastics, yoga, ballet.

■ Tell students that one of the most important benefits of exercise is that it builds strong hearts and lungs. Write the term AEROBIC on the board. Ask students if they've heard of aerobic exercise.

Explain that the word *aerobic* means "with oxygen." Tell students that aerobic exercise makes the heart and lungs work hard, which requires the body to use oxygen.

Add that aerobic exercise strengthens the heart and lungs. With a strong heart and lungs, the body can do more exercise and use less oxygen. Explain that to get the full benefit of an aerobic activity, we need to keep moving for fifteen to twenty minutes or longer.

Ask students to brainstorm some aerobic activities. List the activities on the board under the term AEROBIC. Responses may include walking, jogging, jumping rope, swimming, bicycling, roller-skating, ice-skating, cross-country skiing. Point out that many aerobic activities also help build muscle strength and endurance.

■ Distribute the **Exercises I Like** worksheet. Point out the three benefits of exercise listed in the boxes—strength, endurance and flexibility. Tell students to think of some exercises they like to do that have these benefits. Suggest that they look at the lists on the board for ideas.

Tell students to draw a picture in each box of an exercise they like to do or might like to try. The exercise should have the benefit listed in the box. Suggest that they draw a picture of an aerobic activity in the box marked Endurance. Tell them to write the name of the activity on the line. Tell students they can keep this worksheet in their health folders.

Evaluation

Evaluate students' participation in discussions and their responses on the **Exercises I Like** worksheet to assess their ability to identify the importance of sleep and exercises that contribute to various aspects of fitness.

Follow-Up/Extension

Many people who are under stress or tension will do some sort of physical activity to unwind. Have students recall a time when they used physical activity to relieve stress. Or have them share an example they recall from a movie, television show or book.

After students have completed a test or lengthy writing assignment, suggest they shake out their hands to relax their muscles. After students shake their hands, ask them to describe how their muscles felt before and after the shaking.

Suggested Resources

Into Adolescence: Actions for Wellpower. M. Waters and A. Hocker. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight includes a lesson on fitness, as well as other aspects of wellness.

Into Adolescence: Fitness, Health and Hygiene. M. S. Garzino. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight includes information to help students develop a personal fitness plan.

Benefits of Exercise

Teacher Background Information

Exercise contributes to health in many ways. Three important aspects of fitness are muscle strength, muscle endurance and flexibility.

Muscle strength refers to the amount of force put out by muscles. Activities such as weight lifting strengthen muscles. Muscle endurance refers to the ability of a group of muscles to continue to work for a long time without tiring. Activities such as calisthenics build muscle endurance. Flexibility refers to the ability to move easily in different directions. Stretching helps develop flexibility.

There are two types of exercise: aerobic and anaerobic. Aerobic exercise is exercise that you can do without being out of breath. The term *aerobic* refers to the ability to get enough oxygen to your muscles while you exercise. *Anaerobic* means "without oxygen." Anaerobic exercise, such as sprint running, is harder on the heart and lungs.

Aerobic exercise helps build a strong heart and strong lungs. Examples of aerobic exercise include jogging, basketball, racquetball, cross-country skiing, swimming, rowing, biking, jumping rope, soccer, aerobic dancing, ice hockey, tennis, walking quickly. Regular aerobic exercise makes an important contribution to fitness. Experts recommend a 20- to 30-minute period of aerobic exercise three or more times a week.

An exercise period should begin with warm-up exercises and stretching. The warm-up helps the heart speed up gradually, and stretching helps prevent injuries.

A cool-down period after exercise allows the heart to slow down gradually. It also helps bring waste away from the working muscles. Walking is a good way to cool down.

Benefits

Exercise has physical, emotional, mental and social benefits. The physical benefits include:

- builds a stronger heart and lungs

- builds muscle strength and endurance
- increases flexibility to prevent injury
- helps maintain a healthy body weight
- helps prevent disease

The emotional benefits include:
- feeling good about what you can do
- feeling more energetic
- helps to manage stress
- having fun

Mental benefits include:
- feeling more alert
- improved concentration

The social benefits include:
- making new friends
- having fun with others

Effects on the Body

Many parts of the human body work together during exercise.

Muscles

The body has about 650 muscles. Most of these muscles are called skeletal muscles, because they are attached to the skeleton or bones. We can consciously control these muscles to help the body move. Other muscles, called smooth muscles, operate our internal body organs automatically.

Skeletal muscles always work in pairs. When one set of muscles contracts (shortens), another set relaxes. Exercise increases muscle strength.

Lungs

Muscles need food and oxygen to work. The heart and lungs work together to get oxygen to muscle cells. The oxygen we breathe passes into the bloodstream through the walls of the air sacs (alveoli) in the lungs.

The heart pumps the oxygen-filled blood to the body's cells. Waste (carbon dioxide) from the cells is carried by the blood back to the lungs. When we exhale, we help the body get rid of waste. When we exercise, we breathe more quickly and more deeply to get more oxygen to our muscles.

Heart

The heart, an organ about the size of a fist, is the body's strongest muscle. It is located in the chest between the lungs.

The heart pumps blood into the lungs, where the blood picks up oxygen and returns to the heart. Then the blood is pumped out to the whole body through the arteries. Arteries branch into tiny hairlike tubes called capillaries, which take oxygen and food to all the cells.

No cell is more than two cells away from a capillary. Capillaries also carry away waste from the cells. They empty into the veins, which carry waste to the lungs, kidneys and intestines and back to the heart. This process of circulation occurs at least once a minute.

When we exercise, the heart beats faster to get more food and oxygen to the cells and to take away the waste, which is being made faster by working cells. Regular exercise strengthens the heart, so it can pump more blood every time it beats or contracts and has to contract fewer times to get the same amount of blood to the body.

Name ____

Exercises I Like

Directions: In each box, draw a picture of an exercise you like to do that has the benefit listed in the box. Then write the name of the exercise on the line below your picture.

	Strength ______________________________
Endurance ______________________________	**Flexibility** ______________________________

LESSON

6

Eating for Health

Objective

Students will be able to plan a day's menu that includes the recommended number of servings from the five food groups.

Time

Two or three class periods.

Overview

This lesson deals with the importance of healthy eating as a healthy lifestyle choice. Some of the information in this lesson may be a review for your students. Select the activities that seem most appropriate for your class.

The lesson begins with a review of the five food groups, including key nutrients, benefits and serving sizes of each group. Students then brainstorm some snack foods and discuss the role of snacks in a healthy diet.

Students use a worksheet to plan a day of balanced meals for themselves. They also discuss the relationship between stress and eating.

Note: In any discussion of nutrition, it's important to be aware of the cultural, ethnic and religious beliefs of your students that influence their eating choices. Students and their families should be advised to consult a professional if they have questions about balancing their food intake.

Integration

Math, science.

Teacher Materials and Preparation

HAVE:
✓ A large sheet of paper.

COPY:
✓ **Balancing My Meals** worksheet, one for each student.
✓ **Mixed-Up Nutrition** worksheet, one for each student (optional).

MAKE:
✓ Transparency of **Adding Up to Health**, or copy diagram onto the board.
✓ Transparency or poster of **Healthy Eating Pyramid**.
✓ Transparency of **Healthy Eating Chart**, or copy chart onto the board.
✓ Transparency or poster of **Looking at Food Labels** (optional).

REVIEW:
✓ **Mixed-Up Nutrition** ***Key*** (optional).

Procedure

- Remind students of the healthy lifestyle choices discussed in Lesson 4—exercising, resting, eating healthy food and avoiding drugs. In Lesson 5, they discussed rest and exercise. Tell students that today they are going to discuss healthy eating.

- Ask students how healthy eating might help protect us from stress. Explain that healthy eating helps our bodies stay strong and healthy, and a healthy body is better able to deal with stress. Show students the **Adding Up to Health** diagram.

Remind students of the example in Lesson 4 of the mosquito Stress and the way the armor protected the body. Tell students that healthy choices about food are an important part of the armor that protects our bodies.

- Show students the transparency or poster of the **Healthy Eating Pyramid**. Tell students the pyramid shows the five main food groups and provides a guide for healthy eating.

Explain that the foods at the widest part of the pyramid are the foods we should eat the most of. The pyramid narrows as it goes up, and we need less of the foods at each level. The foods at the very tip of the pyramid are called Others; these are foods the body doesn't need to be healthy.

Point out the Grains groups at the base of the pyramid. Ask students what kinds of foods belong in this group. Point out that the foods in this group are made from grains such as wheat, rice, oats and corn. Ask students to brainstorm some foods in this group (bread, cereal, tortillas, bagels, grits, pasta).

Point out the Fruits group and the Vegetables group on the next level of the pyramid. Tell students that we need to eat plenty of these foods each day, too. Ask students to brainstorm some foods in these groups. Be sure responses include fresh and frozen fruits and vegetables as well as juices.

Tell students the Meat group and the Milk group are higher on the pyramid because the body needs less of these foods. Explain that the Meat group includes not just meat but a variety of protein foods, such as eggs, nuts and beans. Point out that the Milk group includes cheese and yogurt. Have students brainstorm some other foods in the Meat group (fish, chicken, peanut butter).

Note: If your class includes students who are vegetarians, you may want to emphasize that the Meat group includes soybeans and tofu (bean curd).

■ Show students the **Healthy Eating Chart**. Review the key nutrients and health benefits provided by each food group. Emphasize to students that no one food group contains all the nutrients the body needs to stay healthy. That's why we need to eat foods from all five food groups each day.

Point out the number of recommended servings in the five main food groups. Tell students that these numbers suggest the number of servings of food from each group that we need to eat each day.

Discuss serving sizes for the food groups, using the following guidelines for one serving.

- Grains group—one slice of bread; one ounce ready-to-eat breakfast cereal; one-half cup cooked cereal, rice or pasta.
- Fruits group—one piece of fruit, three-fourths cup of juice, one-half cup cooked or canned fruit.
- Vegetables group—one-half cup of cooked vegetables or chopped raw vegetables, one cup of leafy raw vegetables such as lettuce or spinach.
- Meat group—two to three ounces of cooked lean meat, poultry or fish; one-half cup cooked beans; one egg or two tablespoons of peanut butter count as one ounce of meat.
- Milk group—one cup of milk or yogurt, one and one-half ounces of natural cheese such as Swiss or cheddar, two ounces of processed cheese such as American.

■ Ask students to name some snacks they like to eat. Let students brainstorm types of snacks. Accept all reasonable answers without judging whether the foods are nutritious. Write students' snack suggestions on the board.

Explain to students that individual foods are not necessarily good or bad, but some foods are more nutritious than others. Go through the list of snack foods. Have students identify foods that belong in one of the five food groups, such as nuts, celery sticks, fruit. Circle these foods.

Ask students if snacks can be healthy. Ask them for evidence to support their positions. Help students generalize that nutritious foods can be eaten as snacks as well as for meals.

Point out the foods on the list that were not circled. These foods may include salty snacks (chips), sweets (cookies, cakes, candy), nonnutritious beverages (soft drinks) and fats (salad dressings). Explain to students that these foods are called "Others" or "Extras." These foods are not bad, but they don't have many nutrients to help us stay healthy.

Ask students what might happen if they ate mostly foods from the Others category, such as chips and candy. Would they have room to eat the nutritious foods the body needs? (probably not) Ask what would happen if we ate mostly Others foods day after day, week after week? What would be the effect on health? (The body wouldn't get the nutrients it needs, and we would not be as healthy as we could be.)

■ Distribute the **Balancing My Meals** worksheet. Tell students to plan a day's eating that includes the recommended number of servings from each food group. Tell them to write the foods they plan to eat for each meal and snack on the worksheet.

Ask students to keep track of what they eat for a day. Tell them to write the actual number of servings they eat from each group on the worksheet. Did they stick with their plans? What foods do they need to eat more of?

■ Tell students that some people notice that when they feel stressed they want to eat, even though they may not be hungry. For some people, eating seems to make stress less uncomfortable. Other people may feel less like eating when they feel stressed.

Add that some people notice that they want to eat when they have a big job to do, but don't really want to do the job. For them, eating is a way to procrastinate, to put off getting started on whatever they need to do.

Ask students if they have ever noticed that they do any of these things. Have they seen examples on television or in movies? Discuss students' experiences. If you have some examples from your own life, share them with students.

Ask students what might happen if people coped with all the stress in their lives by eating (weight gain). What might happen if people didn't eat at all when they felt stress? (weight loss, illness) Emphasize that eating healthy foods helps us stay healthy and cope with stress.

Ask students to suggest some other things we can do to cope with stress. Answers may include using exercise, relaxation activities, hobbies and relaxing music to manage stress.

Remind students that eating a balanced variety of foods is a lifestyle choice that keeps us healthy and can help us deal with stress in our lives.

Evaluation

Assess students' work on the **Balancing My Meals** worksheet and their responses in class discussion to determine their ability to plan and eat meals that include the recommended number of servings from the five food groups.

Follow-Up Extension

Show students the **Looking at Food Labels** transparency or poster. Discuss the information found on the label. Ask students to bring labels from a variety of foods to class to compare the nutrients in foods from different food groups. Also have them compare nutrients between foods in the five main food groups and "Others" foods. For example, compare the nutrients in:

- cheddar cheese and cheese curls
- corn, corn bread and corn chips
- strawberries and strawberry gelatin

Distribute the **Mixed-Up Nutrition** worksheet. Tell students this worksheet is a review of the nutritious foods from the five major food groups.

Suggested Resources

Into Adolescence: Actions for Wellpower. M. Waters and A. Hocker. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight includes a lesson on nutrition, as well as other aspects of wellness.

Into Adolescence: A Menu for Good Health. S. J. Laing. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight suggests practical strategies to help students eat better.

TEACHER

Adding Up to Health

nutritious diet + exercise + rest

⇩

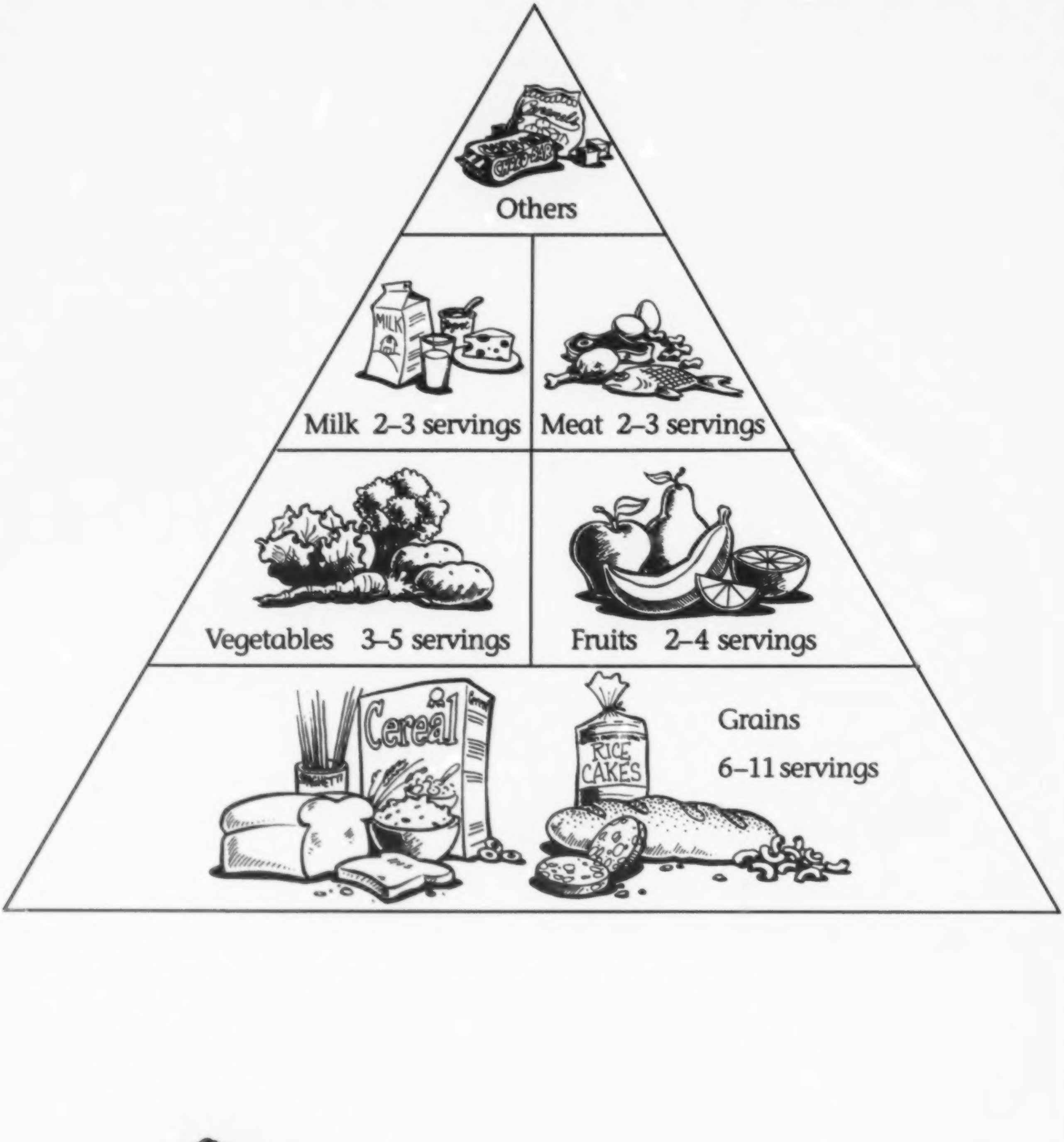
a healthy body

⇩

better able to deal with stressful situations

TEACHER

Healthy Eating Pyramid


Others
MILK
Milk 2–3 servings
Meat 2–3 servings
Vegetables 3–5 servings
Fruits 2–4 servings
Cereal
RICE CAKES
Grains
6–11 servings

TEACHER

Healthy Eating Chart

Food Group	Nutrients	Health Benefits	# of Servings
Grains Group	carbohydrate iron niacin thiamine	provides your body with energy	6–11
Fruits Group	vitamin C vitamin A	helps cuts heal	2–4
Vegetables Group	vitamin A vitamin C	helps you see in the dark	3–5
Meat Group	protein iron niacin thiamine	helps you grow and helps build strong muscles	2–3
Milk Group	calcium protein riboflavin	helps keep bones and teeth strong	2–3

TEACHER

Looking at Food Labels

Title **Nutrition Facts** signals that the label contains required information.

Serving sizes are stated in both household and metric measures and reflect the amounts people actually eat.

The **list of nutrients** covers those most important to the health of today's consumers.

The label tells the number of **calories per gram** of fat, carbohydrates and protein.

Nutrition Facts

Serving Size 1/2 cup (114g)
Servings Per Container 4

Amount Per Serving

Calories 90	Calories from Fat 27
	% Daily Value*
Total Fat 3g	5%
Saturated Fat 0g	0%
Cholesterol 0mg	0%
Sodium 300mg	13%
Total Carbohydrate 13g	4%
Dietary Fiber 3g	12%
Sugars 3g	
Protein 3g	

Vitamin A	80%	•	Vitamin C	60%
Calcium	4%	•	Iron	4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat. Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrates 4 • Protein 4

Calories from fat are shown on the label to help consumers follow dietary guidelines that recommend people get no more than 30 percent of their calories from fat.

% Daily Value shows how a food fits into the overall daily diet.

Some **Daily Values** are maximums, as with fat (65 grams *or less*); others are minimums, as with carbohydrates (300 grams *or more*). The daily values on the label are based on a daily diet of 2,000 and 2,500 calories. Individuals should adjust the values to fit their own calorie intake.

Source: Food and Drug Administration, 1992.

Name ______________________________

Balancing My Meals

Directions: Plan one day of meals and snacks for yourself. Make sure you get the recommended number of servings from each of the five main food groups.

	Grains	Fruits	Vegetables	Meat	Milk	Others
Breakfast						
Snack						
Lunch						
Snack						
Supper						
Snack						
Servings planned						
Recommended servings	6–11	2–4	3–5	2–3	2–3	
Servings eaten						

Name ______________________________

Mixed-Up Nutrition

Directions: Unscramble the letters to find the names of foods in each food group.

Milk Group

eeesch ______________
lmki ______________
troguy ______________
eic mecra ______________
shamikkle ______________
gndpiud ______________

Meat Group

geg ______________
hikccne ______________
shif ______________
utnape trubet ______________
bamghrure ______________
ropk ______________

Vegetables Group

cluttee ______________
ratroc ______________
norc ______________
snabe ______________
cliboroc ______________
shauqs ______________

Fruits Group

anaban ______________
gorena ______________
marlenwote ______________
sprage ______________
pepla ______________
chape ______________

Grains Group

daber ______________
reecla ______________
glabe ______________
icre ______________
dolones ______________
infumf ______________

TEACHER

Mixed-Up Nutrition

Key

Directions: Unscramble the letters to find the names of foods in each food group.

Milk Group

eeesch	*cheese*
lmki	*milk*
troguy	*yogurt*
eic mecra	*ice cream*
shamikkle	*milkshake*
gndpiud	*pudding*

Fruits Group

anaban	*banana*
gorena	*orange*
marlenwote	*watermelon*
sprage	*grapes*
pepla	*apple*
chape	*peach*

Meat Group

geg	*egg*
hikccne	*chicken*
shif	*fish*
utnape trubet	*peanut butter*
bamghrure	*hamburger*
ropk	*pork*

Grains Group

daber	*bread*
reecla	*cereal*
glabe	*bagel*
icre	*rice*
dolones	*noodles*
infumf	*muffin*

Vegetables Group

cluttee	*lettuce*
ratroc	*carrot*
norc	*corn*
snabe	*beans*
cliboroc	*broccoli*
shauqs	*squash*

LESSON

7

Disease Detectives

Objectives

Students will be able to identify symptoms, causes and treatments of some chronic diseases.

Students will be able to explain links between lifestyle and chronic disease.

Time

Two class periods and additional time for research.

Overview

In this lesson, students research and prepare reports to learn more about chronic disease. The lesson begins with a discussion of disease and the difference between some common diseases and chronic disease. Students learn about cancer and heart disease during a demonstration of the form they will use to do their research.

Students then choose other chronic diseases to research and report on to the class. Based on these reports, students are helped to make some generalizations about chronic disease. They then complete a worksheet on the links between lifestyle habits and some chronic diseases.

Integration

Language arts, science.

Teacher Materials and Preparation

HAVE:

✓ Resource materials on chronic diseases. Check with the school or local librarian and local or national organizations for information on the diseases listed on the **Chronic Diseases** teacher page. See Suggested Resources.

COPY:

✓ **Disease Detectives** worksheet, one for each student.
✓ **Health Gazers** worksheet, one for each student.

MAKE:

✓ Transparency of **What Are These?** or copy lists on the board.
✓ Transparencies or posters of **Disease Detectives** worksheet, two copies.
✓ Transparency of **Chronic Diseases**, or copy list on the board.

REVIEW:

✓ **Chronic Diseases** ***Teacher Background Information.***
✓ **Disease Detectives** ***Example.***

Procedure

- Show students the transparency of **What Are These?**, or point out the lists on the board. Ask students to read the two lists. Ask them what all the words have in common. (They're the names of diseases.) Ask students to think of ways the diseases in the first column are different from the diseases in the second column.

Discuss. Point out that people get well faster from the diseases in the first column. Diseases in the second column last a long time. In fact, some may last for life. Add that the diseases in the first column are usually less serious than the diseases in the second column.

Write the word CHRONIC on the transparency or the board. Explain to students that diseases in the second column, such as asthma, allergies, etc., are called *chronic diseases* or *chronic disorders*. Tell students that the word *chronic* comes from a Greek word, *chronikos*, meaning "of time."

Ask students to guess what the word *chronic* means. Then have someone look up the word *chronic* in the dictionary. Write the meaning on the transparency or on the board (lasting a long time or recurring often).

Ask students why these diseases might be called chronic. Help students understand that chronic problems go on for a long period of time. Sometimes they never go away. They may cause constant pain or other problems.

Tell students that chronic diseases or disorders have a variety of causes. Scientists don't yet know the causes of all chronic diseases. Some, such as diabetes, can be hereditary. Hereditary problems are passed by parents to their children.

Others can be caused by the environment. For example, people who live in areas that have a lot of air pollution may develop respiratory problems.

Lifestyle habits can cause some chronic diseases. For example, smoking cigarettes can cause lung cancer. Chewing smokeless tobacco can cause cancer of the mouth. Stress, combined with smoking, poor nutrition and lack of exercise, can contribute to heart disease.

Tell students that chronic diseases may affect different parts of the body. For example: Cerebral palsy and multiple sclerosis affect the nervous system and the brain. Emphysema, lung cancer and asthma affect the respiratory system. Heart disease affects the heart and blood vessels.

- Show students a transparency or poster of the **Disease Detectives** worksheet. Tell students that they will be using this worksheet for a small research project on a chronic disease. Explain that you are going to provide the class with an example to show students how to use the form.

Tell students that cancer and heart disease kill more Americans than any other disease. If students know someone who's had either disease, invite them to share what they have learned about the disease.

Begin to fill out the transparency by writing in *cancer* as the name of the disease. Tell students that there are more than one hundred different kinds of cancer. Each type of cancer is different. Cancer can affect many different parts of the body. Ask students to name some types of cancer they've heard of.

Explain that some people with cancer have no symptoms. But some of the most common warning signs of cancer are a sore that doesn't heal, unusual bleeding, indigestion or difficulty swallowing, nagging cough or hoarseness. Stress that none of these symptoms indicate a person *does* have cancer, but they can be early warnings of a problem. Fill in the symptoms on the transparency.

Tell students that some cancers, such as lung cancer, are caused by lifestyle habits such as smoking. Another cancer, skin cancer, seems to be caused by too much ultraviolet light—either from the sun or from tanning booths. Some cancers, such as breast cancer, seem to have a hereditary link. Scientists just can't explain the cause of some types of cancer. Fill in causes on the transparency.

Explain that cancer first affects the part of the body where it starts growing. If the cancer is treated early, it can often be stopped. But cancer cells grow faster than healthy cells. If cancer is not treated, it can eventually travel to other parts of the body.

Tell students there are many kinds of treatments for cancer. The most common forms of treatment are surgery, radiation therapy and chemotherapy. Write these treatments on the transparency. Explain that the kind of treatment used depends on the type of cancer. Add that some cancers can be cured. Other cancers go into remission—instead of growing, they shrink and stay shrunk. Point out the place on the worksheet for additional information. Tell students that facts about remission could be written here.

■ Show students another **Disease Detectives** transparency or poster and discuss heart disease. Tell students that there are many different kinds of heart disease. The heart and the blood vessels are the parts of the body most affected by heart disease. The most familiar symptom of heart disease is a heart attack. But there are many other symptoms of heart disease, including high blood cholesterol and high blood pressure. Fill in this information on the transparency.

Explain that heart disease can be the result of heredity. If parents or grandparents have had heart disease, children may develop it. Heart disease can also be the result of lifestyle habits such as smoking, not exercising, eating poorly and not handling stress well. Add that doctors can't explain what causes heart disease in some people. Add causes to the transparency.

Tell students that there are many different treatments for heart disease. Surgery and medication are two common treatments. Changes in diet and exercise should also be part of the treatment. Write treatments on the transparency.

Tell students that some types of heart disease can be corrected by surgery or other treatment. Others can be controlled, to keep them from getting worse. Emphasize that healthy lifestyle choices can help prevent or control heart disease.

■ Distribute the **Disease Detectives** worksheet. Show students the **Chronic Diseases** transparency or point out the list on the board.

Tell students to select and sign up for a disease to research. Tell them to use the worksheet to prepare a report on the disease they research. *Note:* You may want to have students work in small groups to do their research and prepare reports.

■ When students have completed their research, ask them to present their reports. Remind students to listen carefully to each report to figure out the cause of the disease and what part of the body is affected by the disease. Tell students to notice what, if anything, is similar between the disease being reported on and the one they researched (or any others they've already heard about).

When all the reports have been given, help students draw some conclusions about chronic diseases. These conclusions might include:

- We don't have much control over chronic diseases that are caused by heredity.
- We can make choices that help prevent diseases caused by lifestyle habits.

Acknowledge that scientists don't know all the causes of some of these diseases and that we don't know how to prevent or treat some of them. Emphasize that many doctors and scientists are doing research to learn more about disease. Tell students that many organizations, such as the American Heart Association, the American Lung Association and the American Cancer Society, help support research on chronic diseases.

■ Distribute the **Health Gazers** worksheet. Allow students time to complete the worksheet, then discuss it with the class. Emphasize that by taking responsibility for lifestyle habits, we can reduce our chances of developing many chronic diseases.

Evaluation

Assess students' reports to evaluate their ability to identify chronic diseases.

Assess students' responses on the **Health Gazers** worksheet for their ability to explain links between lifestyle and chronic disease.

Home/Family Involvement

Suggest that students interview family members or friends who have chronic diseases or disorders to find out how their lives have changed since they were diagnosed.

Follow-Up/Extension

People with chronic diseases aren't necessarily doomed to the life of an invalid. Have students investigate the life of Wilma Rudolph, an Olympic gold medalist. At the age of four, Rudolph had scarlet fever and double pneumonia, which left her unable to walk for two years.

Suggested Resources

American Cancer Society National Office, 1599 Clifton Rd. NE, Atlanta, GA 30329, (800) 255-2352. Contact your local society or the national office.

American Heart Association National Center, 7320 Greenville Ave., Dallas, TX 75231-4599, (800) 242-1793. Contact your local organization or the national office.

American Lung Association, 1740 Broadway, New York, NY 10019, (212) 245-8000. Contact your local organization or the national office.

I Don't Feel Good: A Guide to Childhood Complaints and Diseases. J. W. Lammers. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers of children to age ten includes information on the most common chronic diseases that affect children.

National Cancer Institute Cancer Information Service. Call (800) 4-CANCER to reach the office serving your area or write to the Office of Cancer Communications, National Cancer Institute, National Institutes of Health, Building 31, Room 10A24, Bethesda, MD 20892.

National Multiple Sclerosis Society, 205 E. 42nd St., New York, NY 10017, (212) 986-3240.

National Tay-Sachs and Allied Diseases Association, 385 Elliot St., Newton, MA 02164, (617) 964-5508.

Sickle Cell Disease Foundation of Greater New York, 127 W. 127, Rm. 421, New York, NY 10027, (212) 865-1500.

Chronic Diseases

Teacher Background Information

Chronic diseases affect the body over a long period of time. They can cause disability and even death. Heart disease and cancer are the two most common chronic diseases in the United States. Brief descriptions of some other chronic diseases follow.

Arthritis

Arthritis means "inflammation of the joint." There are several types and causes of arthritis. The two most common types are rheumatoid arthritis and osteoarthritis.

Rheumatoid arthritis, perhaps the most serious form of arthritis, is also the most common form of arthritis in children. It is characterized by inflammation of and pain in any or all parts of the body (including the joints). Other symptoms include fever, fatigue, deformity and progressive loss of function.

The cause is unknown, but researchers suspect that it may be caused by a breakdown of the immune system. Symptoms may be controlled with an aspirin-like nonsteroidal anti-inflammatory agent such as ibuprofen (Motrin IB), in doses prescribed by a physician. There is no cure.

Osteoarthritis is common as people age. It is characterized by joint and back stiffness, which is usually at its worst upon rising in the morning. Treatment usually involves proper exercise and pain control with over-the-counter aspirin-like medications such as ibuprofen (Medeprin, Advil, Nuprin, Motrin IB).

Asthma

An *asthma* attack is characterized by difficulty in breathing when the air passages (bronchi) carrying air to the lungs suddenly become narrowed by spasm. Symptoms include shortness of breath, wheezing and coughing and tightness in the chest.

Asthma is the leading cause of chronic illness in children. The condition is usually inherited and is often caused by allergies.

Treatment includes trying to avoid exposure to known allergens to avoid attacks. Asthma attacks may be treated with a medication that relaxes and dilates the bronchi, allowing air to move freely into the lungs. The medication may be prescribed in either aerosol, tablet or injectable form. Aerosol steroids are often used in addition to other medication.

Bronchitis

Bronchitis is difficulty in breathing due to inflammation or disease of the air passages (bronchi) leading to the lungs. The bronchi become filled with mucus and other matter. The patient tries to relieve the discomfort and regain proper breathing by coughing up the material that is blocking the airway.

Antibiotics are used to fight bronchitis caused by bacterial infection. Atrovent (an aerosol medication) helps relieve the cough. Chronic bronchitis is often the result of cigarette smoking, in which case the only long-term cure is to quit smoking.

Cirrhosis

Cirrhosis, usually the end stage of chronic alcoholism, is extensive, permanent damage to the liver. It can also result from previous hepatitis B, hepatitis C or other viral infections or, in a relatively small number of cases, from exposure to certain chemical toxins or other drugs. Scar tissue due to injury, infection or inflammation replaces normally healthy cells. Damage to the liver affects many of the body's life-preserving functions, including the body's blood-clotting mechanism. Jaundice, which causes a yellowness of the skin, may set in.

The treatment for cirrhosis starts with the removal of the causative toxin from the environment (e.g., alcohol or an offending drug). Drugs may be prescribed to reduce the complications (e.g., a diuretic to reduce fluid accumulation in the abdomen and legs). *Alfa interferon* has been shown recently to arrest or retard the progress of cirrhosis in patients with hepatitis B and C.

Diabetes

Insulin-dependent diabetes mellitus, also known as "juvenile-onset diabetes," is an autoimmune disease in which the pancreas produces very little of the hormone insulin. Symptoms include thirst, frequent urination, weight loss, increased appetite, itching and coma.

The body needs insulin to break down sugar into an available (usable) form. The unused sugar is excreted in the urine. Usable sugar is a source of energy for the body. In its absence, fat and protein are used to fuel the body, which may result in diabetic coma. Patients are dependent upon insulin injections to maintain life.

Noninsulin-dependent diabetes mellitus, or "adult-onset diabetes," typically affects people over the age of 40. It refers not to a shortage of insulin, but to a deficiency of "insulin receptors," the cells on which insulin acts in order to do its job. Usually weight control and diet will help to increase the number of insulin receptors and thus lower the blood sugar (i.e., the unusable sugar).

Emphysema

Emphysema is a disease of the lungs. It is a result of the destruction of many of the tiny air sacs in the lungs (alveoli), from which inhaled oxygen enters the bloodstream. The entire body is deprived of sufficient oxygen and the victim has difficulty breathing (shortness of breath). Emphysema is often caused by cigarette smoking.

Treatment is similar to that for asthma or bronchitis. The goal is to prevent the bronchial tubes from going into spasm, to relax the spasm when it does occur, to control bronchial infection and to increase the oxygen supply. Stopping smoking is also an important part of treatment.

Epilepsy

Epilepsy is an old term used to describe a "seizure disorder." A seizure or "fit" can vary in severity from a mild attack known as a *petit mal* seizure to a *grand mal* seizure. The mildest form may be no more than a short lapse of attention (daydreaming). The more severe grand mal seizure can be accompanied by a sudden flailing about, jerking of arms and legs, foaming at the mouth, and finally coma or semicoma.

These seizures are the result of sudden bursts of abnormal electrical activity in the brain. They can be caused by a variety of conditions, including birth injury, metabolic disorder, scar tissue from an old injury, stroke, heart disease, kidney trouble, sinus infection, middle ear disorders, high fever, chemical abnormalities in the blood and acute alcoholic toxicity or other drug poisoning.

Medications such as Dilantin may be prescribed to control seizures.

Hay Fever

Hay fever actually doesn't involve fever, nor is it usually caused by an allergy to hay. Symptoms, which include runny and itchy nose, itchy eyes, itchy roof of mouth or throat, sneezing and/or cough are usually caused by an allergic response to a variety of inhaled substances, such as pollens, animal dander, house dust or molds.

Mild allergy attacks will run their course until the source of the allergen is removed or passes with the season (as do pollens). Nonprescription antihistamines and decongestants may be helpful, but they sometimes cause side effects that are at least as irritating as the hay fever.

Nasal sprays and drops are not recommended for long-term use, as they can be addictive, causing a rebound congestion which is worse than the original problem. Severe cases of hay fever can be treated by allergists with immunizing injections, which are successful in 70 to 80 percent of cases.

High Blood Pressure (Hypertension)

High blood pressure or *hypertension* refers to blood pressure that is consistently higher than a certain figure. This figure will vary among patients, depending on their medical and family histories, but a reading higher than 155/90 would usually be considered high.

When blood vessels are subjected to high pressure for extended periods, they respond by thickening. This condition, known as *arteriosclerosis,* makes vessels less flexible. If excessive amounts of fats are present in the blood, the stiffened arteries will also accumulate the fatty deposits of *atherosclerosis*. High blood pressure accelerates this process. These conditions affect the supply of blood to the heart, which can cause a heart attack when the heart muscle is deprived of oxygen.

Smoking and obesity increase the risk of hypertension. Moderate hypertension can be treated by weight loss, exercise, stopping smoking, reducing alcohol intake and reducing salt intake (in some cases). If these measures don't work, drugs may be prescribed to lower blood pressure.

Untreated hypertension may lead to stroke, heart attack, blindness, kidney disease, heart failure or blocked arteries in the legs.

Lung Cancer

Most lung cancer can be prevented by not smoking and by avoiding exposure to other people's cigarette smoke. Lung cancer may be either *primary* or *secondary.* Primary lung cancer refers to cancer that originates in the lung. Secondary lung cancer refers to cancer that originated in some other part of the body (kidney, breast, bone, etc.) and has spread to the lungs.

There are no symptoms in the early stages of lung cancer. As the disease progresses, the patient may cough, expectorate, wheeze and spit blood. Eventually, if uncontrolled and untreated, lung cancer may lead to shortness of breath, hemorrhage, loss of weight and death. Treatment may include radiation, surgery or chemotherapy, in addition to avoiding tobacco smoke.

Multiple Sclerosis (MS)

Multiple sclerosis, thought to be an autoimmune disease, is a progressive disease of the central nervous system. Scattered patches of *myelin* (the protective covering of nerve fibers) in the brain and spinal cord are destroyed, causing symptoms ranging from numbness and tingling to paralysis and incontinence.

An exact cause has not been determined, although there may be both genetic and environmental factors. Previous exposure to a virus also may play a part. The disease usually does not occur until young adulthood and may be very slow to progress, going into remission for extended periods.

Spinal cord damage can cause numbness and tingling, and extremities may feel heavy and become weak. Spasticity (stiffness) sometimes develops. Damage to the brain may cause fatigue, vertigo, clumsiness, muscle weakness, slurred speech, unsteady gait, blurred vision, and numbness, weakness or pain in the face.

Various drugs may be prescribed to alleviate symptoms during acute episodes; however, there is no cure. Physical therapy often helps strengthen muscles.

Sickle Cell Anemia

Sickle cell anemia is an inherited blood disease that occurs primarily in African Americans and, less commonly, in people of Mediterranean origin. The red cells of victims contain an abnormal type of hemoglobin (oxygen-carrying pigment) called *hemoglobin S.* These cells become distorted into a sickle shape.

The cell is fragile and easily destroyed, leading to hemolytic anemia. Symptoms of this anemia may be fatigue, headaches, shortness of breath, pallor and jaundice.

The abnormal cells do not pass easily through the tiny blood vessels. They may intermittently block blood flow to certain organs, causing *sickle cell crisis.* A crisis may be brought on by an infection, cold weather or dehydration or sometimes for no apparent reason.

Both parents must be carriers of hemoglobin S to have a child with the disease. However, the *sickle cell trait* may be passed to a child from only one parent. A person with only the trait is usually symptom-free.

There is no cure for sickle cell anemia, although researchers may be close to finding a simple and safe treatment. Sickle cell crisis damages parts of the body, leading to pain in the bones, blood in the urine from kidney damage, or damage to lungs or intestines. The brain may also be affected, leading to seizures or stroke. There is increased risk of pneumonia. The spleen may enlarge and shrivel, leading to a risk of *septicemia* (blood poisoning).

Chronic hemolytic anemia is treated with lifelong folic acid supplements. Children should be immunized against pneumococcal pneumonia. Treatment of sickle cell crisis includes intravenous infusions of fluid for dehydration, antibiotics to treat and prevent infections, oxygen therapy to increase blood oxygenation and aspirin-like drugs to relieve severe pain.

A blood test can determine whether parents carry either the disease or the trait. When both parents carry the trait, the disease incidence in their children is high.

Skin Cancer

Skin cancer is the most common form of cancer in the United States. Ultraviolet radiation from the sun is its main cause. Repeated exposure to sunlight, especially for people who have fair skin or who freckle easily, increases the risk of skin cancer.

Wearing protective clothing (hat, long sleeves, pants) and using sunscreen with a protective factor of at least 15, will help protect a person from the sun's harmful rays. The best protection is avoidance of the midday summer sun (from 11 a.m. to 2 p.m.).

Although skin cancers are only rarely life threatening, removal is usually recommended. If left alone, most skins cancers simply get bigger and bigger and deeper and deeper. They will eventually become unsightly, but will not usually cause death.

Malignant melanoma, however, if left untreated, is fatal. Very early diagnosis and removal is the key to surviving this deadly form of cancer. Premalignant (precancer) eruptions are fairly common and can be removed quite simply.

Tay-Sachs Disease

Tay-Sachs disease is an inherited disorder that occurs primarily in Eastern European (Ashkenazi) Jews. Children with this disease have little or no hexosaminidase enzyme. This lack causes fat to accumulate in the brain's ganglions (bundles of nerves). Consequences are mental retardation, paralysis, blindness and cherry-red spots on the retina of the eye.

There is no treatment, and a child with Tay-Sachs disease usually dies before the age of four. Potential parents can be tested to see if they are carriers, or amniocentesis may be used to test the fetus during pregnancy.

Ulcer

Peptic ulcer refers to a break in the lining of either the stomach or the duodenum (the first part of the small intestine that leads from the stomach). These ulcers are usually caused either by too much stomach acid or by an abnormality in the cell lining of the stomach that makes it unable to deal with even normal amounts of stomach acid.

Many types of drugs are used in the treatment of ulcers, including antacids to neutralize the acid and medications to block formation of the acid or to cover the ulcer with a protective coating. Certain antibiotics are used to clear up bacterial infections that may be causing the ulcer or slowing down the healing process.

Someone with an ulcer should avoid aspirin, caffeine, chocolate, tobacco and any form of alcohol.

References

Clayman, C. B., MD, medical editor. 1989. *The American Medical Association Encyclopedia of Medicine*. New York: Random House.

Lammers, J. W. 1991. *I Don't Feel Good: A Guide to Childhood Complaints and Diseases*. Santa Cruz, CA: ETR Associates.

Larson, D. E., MD, editor-in-chief. 1990. *Mayo Clinic Family Health Book*. New York: William Morrow & Co.

Pinckney, C., and E. R. Pinckney. 1982. *The Encyclopedia of Medical Tests*. New York: Facts on File, Inc.

Rosenfeld, I. 1991. *The Best Treatment*. New York: Simon & Schuster.

What Are These?

- cold
- flu
- chicken pox
- measles
- strep throat
- mumps
- asthma
- allergies
- diabetes
- heart disease
- epilepsy
- cancer

Name ______________________________

Disease Detectives

Directions: Write the name of the chronic disease you are researching on the line. Then complete the rest of the information. Use this information to prepare a short (two-minute) report about this disease for the class.

Name of the disease/disorder: ______________________________

Part of the body affected: ______________________________

Symptoms: ______________________________

____

____

Cause(s): ______________________________

____

____

How is the disease treated? ______________________________

____

____

Any other interesting information you've discovered?

____

____

____

____

____

TEACHER

Disease Detectives

Example

Directions: Write the name of the chronic disease you are researching on the line. Then complete the rest of the information. Use this information to prepare a short (two-minute) report about this disease for the class.

Name of the disease/disorder: ***cancer***

Part of the body affected: ***varies***

Symptoms: ***a sore that doesn't heal, unusual bleeding, indigestion or difficulty swallowing, nagging cough or hoarseness***

Cause(s): ***smoking, too much sun***

How is the disease treated? ***surgery, radiation, chemotherapy***

Any other interesting information you've discovered?

TEACHER

Chronic Diseases

- arthritis
- asthma
- cirrhosis
- bronchitis
- diabetes
- emphysema
- epilepsy
- hay fever
- high blood pressure (hypertension)
- lung cancer
- multiple sclerosis (MS)
- sickle cell anemia
- skin cancer
- Tay-Sachs
- ulcer

Name ____

Health Gazers

Directions: Each of the following paragraphs describes a different person. Read each description. Then, based on what you know about chronic disease, make a guess about the current health status of each person.

Clyde

TOXIN
100's
CIGARETTES
WARNING
TOXIN 100's
CIGARETTES

Clyde has been smoking cigarettes since he was thirteen. He started out smoking a couple of cigarettes a week. Now he smokes three packs a day. (Clyde's slogan: "Smoke gets in my eyes, but who cares?")

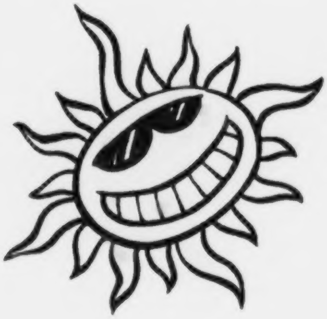
What chronic disease(s) is Clyde at risk for? ______________________

____

Why? ____

____

Durwood



Durwood is a sun-worshiper. He works outside on a construction crew and often works bare-chested in the summertime. On weekends, Durwood spends all his time fishing, swimming or taking care of his lawn. (Durwood's slogan: "If the sun is out, I am.") And he doesn't believe in putting any "sissy" lotion on his body!

What chronic disease(s) is Durwood at risk for? ______________________

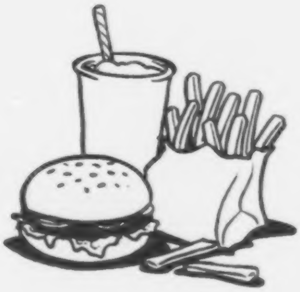
____

Why? ____

____

Name ____

Health Gazers (continued)



Elwood

Elwood lives life in the fast lane. He eats fast food and lots of it. (Elwood's slogan: "The greasier the better.") He smokes. He gets drunk on alcohol regularly. He has a stressful job. And he doesn't get much exercise.

What chronic disease(s) is Elwood at risk for? ______________________

____

Why? ____

____

____

____

Health Gazers

Example

Directions: Each of the following paragraphs describes a different person. Read each description. Then, based on what you know about chronic disease, make a guess about the current health status of each person.

Clyde

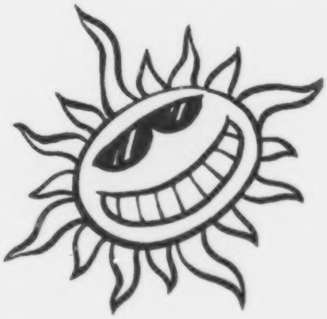
TOXIN
100's
TOXIN
100's
CIGARETTES
CIGARETTES
WARNING

Clyde has been smoking cigarettes since he was thirteen. He started out smoking a couple of cigarettes a week. Now he smokes three packs a day. (Clyde's slogan: "Smoke gets in my eyes, but who cares?")

What chronic disease(s) is Clyde at risk for? ***lung cancer, emphysema, heart disease***

Why? ***Tobacco smoke harms the heart and lungs.***

Durwood



Durwood is a sun-worshiper. He works outside on a construction crew and often works bare-chested in the summertime. On weekends, Durwood spends all his time fishing, swimming or taking care of his lawn. (Durwood's slogan: "If the sun is out, I am.") And he doesn't believe in putting any "sissy" lotion on his body!

What chronic disease(s) is Durwood at risk for? ***skin cancer***

Why? ***The sun's rays damage the skin.***

Health Gazers Example (continued)

Elwood

Elwood lives life in the fast lane. He eats fast food and lots of it. (Elwood's slogan: "The greasier the better.") He smokes. He gets drunk on alcohol regularly. He has a stressful job. And he doesn't get much exercise.

What chronic disease(s) is Elwood at risk for? ***high blood pressure, cirrhosis, lung cancer***

Why? ***High-fat, high-sodium diets may contribute to high blood pressure. Heavy use of alcohol is a sign of alcoholism. This puts him at risk for cirrhosis. Stress also contributes to high blood pressure. Smoking harms the heart and lungs, as does lack of exercise.***

LESSON

8

Living with a Disability

Objective

Students will be able to describe disabilities and their effects.

Time

One class period.

Overview

This lesson provides an opportunity for children to experience what it might be like to live with a disability. The lesson begins with a discussion of the word *disability.* Students then work with partners and in teams to complete some activities that simulate some of the effects of some disabilities. They then discuss what they've learned about some of the difficulties that accompany disabilities.

Integration

Social studies.

Teacher Materials and Preparation

HAVE:
✓ Small plastic bag, one for every two students.
✓ A large print book (designed for people with visual impairments).

COPY:
✓ **Writing Assignment** worksheet, one for each student.

Procedure

■ Write the word DISABILITY on the board. Discuss the meaning of the word with students. Have students develop a working description of the term *disability*, based on the discussion and their past knowledge. Be sure the description includes the following ideas:

- a physical impairment
- a mental impairment
- anything that gets in the way of doing an everyday job

Ask students to name some disabilities people have. Tell students that today they'll get an opportunity to experience what it's like to have a disability.

■ Have students choose partners. Tell them this first activity will help them understand what it's like to have a visual impairment. Give each pair of students a small plastic bag.

Note: If you have concerns about using plastic bags with your students, you can substitute pieces of clear plastic wrap, waxed paper or tissue paper. Plastic wrap should be crinkled, then held in front of the eyes.

Tell one partner to hold the bag across his or her eyes. Tell the second partner to pick a page from a textbook for the first partner to read with the bag over his or her eyes. Allow about thirty to sixty seconds for students to try to read the text. Then have partners reverse roles.

When both partners have had a chance to experience the activity, discuss students' experiences. Ask how it felt to try to read with the plastic bag over their eyes. Did anyone feel frustrated? Ask students to think about what it would be like if their vision was always like that. What things that they normally do might be more difficult to do if they were visually impaired?

Ask if having a visual impairment could be stressful (yes). Why? (Can't see people approaching you; difficult to find things.)

Tell students that some people say mean things to people with thick glasses or people who can't see very well. Ask how they would want people to treat them if they had this disability. Point out to students that people with cataracts, glaucoma and other vision problems live with a visual impairment every day.

Show students a large print book. Ask one or two students to try reading this book with the plastic bag over their eyes. Have them compare this reading experience with the first one. Explain that large print books are one way to help some people with visual impairments overcome their difficulties.

■ Tell students that spasticity, or poor control of muscles, is another disability. Explain to students that people with spasticity cannot control the shaking of their arms and legs. In fact, the harder they try, the more they seem to shake.

Have students work in groups of three. Explain that while one student attempts to do two tasks, the other two group members will slowly but steadily shake the first student's arms.

Write the following two tasks on the board:

- Write your name on a piece of paper.
- Tie your shoe.

Give the first students about sixty to ninety seconds to write their names. Then give them another sixty to ninety seconds to tie their shoes. Ask one of the students in each group to time how long it takes the first student to tie her or his shoe.

Have students switch roles until all the students in each group have had an opportunity to experience the disability. Then ask students how they felt when they were trying to write their names. Can they read their handwriting? Ask students to think about what they could do in school to solve the problem of having to write if they had this disability.

Ask if students were able to tie their shoes. How long did it take? How long does it normally take? How might people whose hands and arms shake solve the problem of tying their shoes each day?

Ask students why spasticity is a disability. Could having spasticity be stressful? (Yes.) Why? (People may make fun of you; might be harder to read or do homework.) Tell students that some people laugh at people who have muscle control problems such as spasticity. Ask students how they would want to be treated if they had this disability.

■ Distribute the **Writing Assignment** worksheet. Tell students that this is a test to see how much they've learned about disabilities. In three minutes, they are to explain what's written on the worksheet in their own words. (The worksheet has a phrase written in Middle Egyptian, circa 1991 to 1786 BC.)

After about ninety seconds, tell students you will give them a little help. Explain that this is "an example of the future tense." Add that it's used "for conditional sentences that correspond to English." *Note:* This technical jargon is merely intended to confuse students further.

After three minutes, discuss the experience with students. Ask which students tried to figure out the phrase. What approach did they take? Did any of them just give up? Why? Ask if telling students that the worksheet was a test made it more stressful? Ask students what they thought of the help you gave them? Did it help? Why not?

Tell students that the phrase on the worksheet is written in Middle Egyptian, a language used thousands of years ago. The phrase means "May he see with his two eyes." Explain that for some people, every lesson in school is like this lesson in Middle Egyptian. Even simple instructions are very confusing. They may try very hard, but they have a difficult time.

Tell students that many people have difficulty learning. Some people are mentally retarded—they have difficulty with all kinds of learning. Other people have very specific learning difficulties—difficulties learning to read or problems remembering what they've learned.

Ask students if having a learning difficulty might be stressful (yes). Why? (You might feel that you're dumb; you might not understand what people are talking about; people might treat you like a child.) Ask how students would want other people to treat them if they had a learning difficulty. What could others do to help them learn better?

■ Ask students to describe what a disability is and to give some examples. Then tell them to pick one of the disabilities they learned about today. Ask them to describe some of the difficulties they might encounter at school if they had this disability. Have them describe some of the difficulties they'd have at home, too.

Evaluation

Assess students' responses in discussion for their ability to describe various disabilities and the effects they have on people's lives.

Follow-Up/Extension

Let students experience other physical disabilities. If you have access to a wheelchair, bring it to the classroom and let students take turns spending time confined to the wheel chair. Be sure they have a chance to use the restroom, go to other parts of the school, sharpen a pencil, etc.

If there are students in your school with other disabilities, have your students create ways to simulate those disabilities so they will get a feel for the difficulties to be overcome in living with such problems. Allow time in class for students to do the simulation and discuss their experiences.

Invite students or adults with disabilities to visit your class to talk to students about their experiences in living with disabilities.

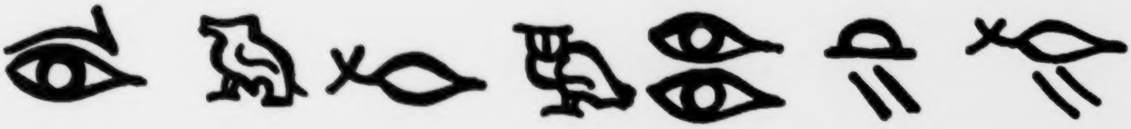
Suggested Resources

Positively Different: Creating a Bias-Free Environment for Young Children. A. C. Matiella. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers offers practical suggestions to help children recognize, respect and celebrate diversity.

Name ______________________________

Writing Assignment

Directions: Please write the following sentence in your own words.



LESSON 9

HIV and the Immune System

Objectives

Students will be able to explain how HIV affects the immune system.

Students will be able to explain ways to prevent HIV infection.

Time

One class period.

Overview

This lesson on HIV/AIDS prevention emphasizes that students can make choices that protect them from the risk of HIV infection. It begins with a story that illustrates the effects of HIV on the body's immune system. A demonstration helps students understand how HIV can be transmitted by sharing needles used to inject drugs.

Students also learn about other activities that can transmit HIV and should be avoided. Students then write about HIV's effect on the immune system and ways to prevent HIV infection.

This lesson also introduces the Anonymous Question Box, which allows students to ask questions about sensitive subjects without risking embarrassment. Using the question box gives teachers time to think about answers to potentially difficult questions or to look for more information if needed.

Note: Before teaching any lesson on a sensitive subject, such as HIV/AIDS, be sure to check district and state guidelines. Be sure to follow all guidelines regarding parental notification.

Integration

Language arts, science.

Teacher Materials and Preparation

HAVE:

- ✓ Glass or clear plastic container filled with water colored red with food coloring.
- ✓ Kitchen baster.
- ✓ Cloth.
- ✓ Blank pieces of paper, one for each student (optional).

COPY:

- ✓ **Learning About HIV** letter, one for each student.

MAKE:

- ✓ Anonymous Question Box. Use a shoebox or another small box. Make a slit in the top and tape the top to the box.
- ✓ Transparency or poster of **Healthy Immune System**.
- ✓ Transparency or poster of **HIV Attacks**.

PREPARE:

✓ Several days before you teach this lesson, distribute the **Learning About HIV** letter and tell students to take it home to their families.

✓ Create a poster with pictures of many different people, or ask a student or group of students to make it.

✓ Construct (or have student volunteers construct) a city with a castle surrounded by a fortified wall. Use Legos, another type of building set, paper or whatever supplies are convenient. See **The City of Mune** story for illustration.

REVIEW:

✓ **The City of Mune** story, to read or tell to the class.

Procedure

■ Tell students that today they'll be looking at some more lifestyle choices that can affect their health. Show the class the city you or students constructed. Tell them this structure is a walled city called Mune. Read or tell students **The City of Mune** story. As the story unfolds, tear down or remove parts of the city, castle and/or wall at designated points.

When you've finished the story, ask students if they have any ideas about how this story relates to making healthy lifestyle choices. Explain that the city of Mune, with its castle and protective wall, represents the body and its immune system.

■ Tell students that the job of the immune system is to fight off diseases and infections. Normally, the immune system works well—just as the Munies did at the beginning of the story. Show students the **Healthy Immune System** transparency or poster.

Tell students that the immune system has white blood cells to help the body fight disease. Explain that when viruses or bacteria enter the body, the immune system creates more white blood cells. These are represented by the cells marked with the letter *I* (for "immune system") on the transparency. Some white blood cells work like spies to detect the germs; others create antibodies to destroy the germs. Other white blood cells are fighters—they "eat" the germs. Still other white blood cells can signal the body to make additional white blood cells. Tell students that as long as the immune system is working well, the virus doesn't have a chance.

■ Add that scientists know of at least one virus that the immune system cannot handle—HIV, the virus that causes AIDS. Explain that "HIV" stands for "human immunodeficiency virus."

Help students develop a working definition of immunodeficiency. Explain that *immuno* means having to do with the immune system, and *deficiency* means a lack or loss of. So immunodeficiency means the immune system is less strong.

Show students the **HIV Attacks** transparency or poster. Explain that when HIV enters the body, it attacks the immune system cells that usually protect the body's healthy cells. HIV damages white blood cells called *helper T cells*. The helper T cells are the ones that could fight the virus. As the virus grows, it damages more and more of the helper T cells. Then these immune system cells are too weak to attack other germs that enter the body. AIDS is diagnosed when the immune system gets so weak that the body begins to develop certain diseases that people usually don't get.

Explain to students that people with AIDS don't die of AIDS itself—they die of other diseases such as tuberculosis or rare kinds of pneumonia or cancer. People with AIDS develop these other diseases because their immune systems are too weak to fight off the diseases.

Emphasize that there is no cure for HIV or AIDS. Many doctors and scientists are working very hard to find ways to prevent HIV and cure AIDS. But doctors think that most people infected with HIV will develop AIDS.

■ Show students the poster with the many different people. Explain that many people with HIV look fine. You cannot tell by looking if someone has HIV.

Explain that some people live with HIV for years. During that time, the virus continues to grow in their bodies, even though they may not look or feel sick. Later, when the virus has destroyed most of their helper T cells, people with HIV may lose weight, develop other diseases and begin to look sick.

■ Tell students there are some choices people can make so they will not be exposed to HIV. Explain that the virus is transmitted in certain body fluids, such as blood. One way to avoid HIV infection is to avoid activities where body fluids are shared.

Demonstrate how needles and syringes can spread HIV. Show students the container of red liquid and the kitchen baster. Ask students to pretend the red liquid is the blood in the body of someone with HIV. Compare the baster to a needle or syringe that this person uses.

Use the baster to draw up some red water from the container. Squeeze the water back into the jar. Wipe off the outside of the baster. Then show students the baster. Point out that red droplets are still visible inside the baster.

Help students conclude that even carefully wiping a needle and syringe does not remove the blood from inside the needle. Discuss what would happen if the first person who used the needle had HIV and someone else used the same needle (could transmit HIV). Emphasize that sharing needles for any kind of injections is dangerous, because it can transmit HIV.

Emphasize that students should be very careful not to touch any needles they might find, because the needles could have traces of blood in them.

If someone with HIV has used a needle, the blood still in the needle could have the virus in it. If that blood mixed with another person's blood, the other person could be infected with HIV.

Reassure students that doctors and nurses always use new, sterile needles when they give shots. Emphasize that students should never share needles with anyone. They shouldn't share needles for ear-piercing; they shouldn't share needles for tattoos. And they should never use drugs.

Tell students they should also avoid other activities such as blood-brother/blood-sister games where people mix their blood. Add that if friends are bleeding, students should be careful not to touch the blood. Explain that they should call an adult for help.

Note: HIV is also spread through semen and vaginal fluids during sexual intercourse. Check your district's guidelines. If they permit, provide this information to your students. Emphasize that abstinence from sexual intercourse and avoiding other activities that share blood or body fluids offers protection from HIV.

Emphasize that students can protect themselves from exposure to HIV by the choices they make. Ask students what these important choices are (do not take drugs, do not share needles or blood with anyone, avoid sexual intercourse).

(Adapted with permission from similar activities in *HIV Prevention Education for Teachers of Elementary and Middle School Grades,* Reston, VA: Association for the Advancement of Health Education, and *Germ Smart: Children's Activities in Disease Prevention,* J. K. Scheer, Santa Cruz, CA: ETR Associates.)

- Show students the Anonymous Question Box. Tell students that they can use this box if they have more questions about HIV or AIDS. Tell students to put their written questions in the box and you will answer them. Emphasize that all questions placed in the box will be taken seriously. Explain that if you don't know the answer to a question, you will try to find out.

Tell students that you will make a decision about which questions are appropriate for class discussion. Explain that if you don't answer a question in class, it's not because the question is not a good one. You may feel that the question is not of interest to all students or that you are not prepared to lead a class discussion on that issue.

Let students know that they can ask their question privately if it is not answered in class. Tell them that if they want a private written answer, they can sign the questions they put in the box and you will give them a private answer.

Tell students they can use the box for any questions they have that they would like to ask anonymously. Explain that the box will be available for questions about future health lessons, too.

Optional: To protect students from the possible embarrassment of having classmates know they asked a question, distribute paper to all students. Tell students that if they don't have a question for the Anonymous Question Box, they can write a few words or sentences on the paper anyway. Then have a volunteer take the box around to collect the papers.

Evaluation

Have students write a paragraph describing how the immune system relates to the story of **The City of Mune**. Have them compare the healthy immune system with the early years of the city and the immune system with HIV to the later years of the city.

Have students add a sentence explaining how to protect the body and the immune system from HIV infection.

Assess students' responses for their ability to explain how HIV affects the immune system and ways to prevent its transmission.

Home/Family Involvement

The **Learning About HIV** letter is sent to families.

Follow-Up Extension

Tell students that more than one million Americans have HIV. Have students calculate how far the line would stretch if all the people with HIV stood shoulder to shoulder. Assume that each person takes up two feet of space.

Suggested Resources

Does AIDS Hurt? Educating Young Children About AIDS. Second Edition. M. Quackenbush and S. Villareal. Santa Cruz, CA: ETR Associates. This practical handbook for teachers, parents and other caregivers of children to age ten provides the practical tools needed to discuss HIV/AIDS in a simple, age-appropriate manner.

HIV: Get the Answers. Santa Cruz, CA: ETR Associates. This pamphlet answers common questions about HIV/AIDS with simple, up-to-date information.

Into Adolescence: Learning About HIV. Revised Edition. J. Post and C. McPherson. Santa Cruz, CA: ETR Associates. This curriculum provides effective strategies for teaching students in grades five through eight about HIV/AIDS prevention.

Know About AIDS. M. Hyde and E. Forsyth. New York: Walker and Company. This book for children ages eight to twelve discusses AIDS with sensitivity and clarity. (Available from ETR Associates.)

Talking with Your Child About AIDS. Santa Cruz, CA: ETR Associates. Written to help and reassure parents, this pamphlet provides basic guidelines to follow when talking with children and offers specific advice and information about AIDS.

AIDS and HIV

Teacher Background Information

AIDS is a disease that breaks down a part of the body's immune system, leaving a person vulnerable to a variety of unusual, life-threatening illnesses. People with AIDS may also suffer from neurologic problems, including forgetfulness, difficulty walking and confusion.

HIV is the name of the virus that causes AIDS. "HIV" stands for "human immunodeficiency virus."

People may be infected with HIV for many years before they develop signs or symptoms of illness. An AIDS diagnosis is given when an individual with HIV infection meets certain medical criteria. Usually, this is at an advanced stage of HIV infection.

How Do People Get HIV?

HIV lives in certain body fluids, especially blood, semen and vaginal fluids. People become infected with HIV by taking the blood, semen or vaginal fluids of an infected person into their bodies. There are four ways this might happen:

- **Unprotected sexual intercourse.** People may take in the blood, semen or vaginal fluids of a sexual partner during vaginal, oral or anal intercourse. "Unprotected" intercourse means no condom or latex barrier was used.
- **Sharing needles or other equipment in injection drug use.** Injection drug users frequently share needles. Small amounts of blood may remain in a needle as it is passed from person to person. Sharing needles for other purposes (tattooing, ear or body piercing, injecting steroids or insulin) is also risky.
- **From an infected woman to her fetus or newborn.** A pregnant woman with HIV has a 20 to 30 percent chance of passing the virus on to her fetus or newborn.
- **Through an exchange of blood or other internal body fluids or tissues.** Several years ago, a number of people were infected with HIV through blood transfusions. People with hemophilia were treated

with medicines manufactured from human blood, and many became infected with HIV as a result of this. Today, medicines for hemophilia are manufactured so they cannot transmit HIV, and blood donated for transfusions is tested for the presence of HIV. The risk of HIV in a blood transfusion today is very small—about 1 in 100,000.

A few cases of HIV transmission have been traced to human organ transplants—organs were transplanted from a person with HIV and the recipient later developed the disease. Screening procedures are in place now to prevent such cases.

Some health care workers have become infected with HIV through accidents in which they were stuck with infected needles or exposed to the blood or internal fluids of persons with HIV. Established infection control guidelines can help prevent such accidents.

People do *not* get HIV from day-to-day, casual contact with family, friends, acquaintances, coworkers or the population at large.

How Can People Protect Themselves from HIV?

- Abstain from sexual intercourse. This is the only 100 percent effective way to protect oneself from HIV infection.
- Do not have unprotected intercourse (vaginal, oral or anal) with anyone unless you are *certain* that person does not have HIV. If there is any doubt, use condoms or latex barriers to help protect.
- Never share needles or other equipment for injection drug use, ear or body piercing, tattooing or any other purpose. If you do share, clean needles and equipment with bleach before sharing.
- Health care workers should follow universal precautions for avoiding the transmission of bloodborne diseases.

Who Can Become Infected with HIV?

Anyone can become infected with HIV if he or she has unprotected sexual intercourse or shares needles with someone else who is infected.

Are Heterosexuals Really at Risk for HIV?

Yes. While most cases of AIDS in the United States today are diagnosed among gay men or injection drug users, the percentage of people whose only risk is heterosexual contact has grown. In 1984, for example, fewer than 1 percent of all AIDS cases were heterosexual transmission cases (about 50 people). By the end of 1991, 7 percent of all AIDS cases were heterosexual transmission cases—a total of about 12,000 individuals.

In many other countries, HIV is transmitted primarily through heterosexual contact.

The relative risk for heterosexuals in most parts of the United States today is small. Those at highest risk are people with multiple sex partners in areas where HIV is already widespread. Heterosexuals, like other people, can keep their risks small by following safer sex guidelines and not sharing needles.

Are Teenagers at Risk for HIV?

Yes. Teenagers often experiment with drugs and sexual behavior. Some teenagers are sexually active with a number of different partners. Condom use, while increasing among teens, is still not widespread.

Because a person may have HIV for many years without being diagnosed with AIDS, the number of teenagers with AIDS is much lower than the number of teenagers with HIV.

By October 1992, more than 10,000 teenagers and young adults (under age 25) had been diagnosed with AIDS. Most of the young adults were probably infected during their teens. These figures make it clear that HIV prevention education for teenagers is essential.

Adapted with permission from M. Quackenbush and S. Villarreal. *Does AIDS Hurt? Educating Young Children About AIDS.* Second Edition. Santa Cruz, CA: ETR Associates.

LETTER

Learning About HIV

Dear Family:

As part of our comprehensive health curriculum, *Actions for Health,* our class will be studying HIV/AIDS. The lesson explains how HIV affects the immune system and how students can protect themselves from exposure to HIV, the virus that causes AIDS. This information helps allay students' fears about the disease and empowers them to make healthy choices.

You are encouraged to discuss this topic with your children. You are the best educators for your children, and your participation will increase the effectiveness of our educational efforts. For your information, this letter includes a fact sheet about HIV/AIDS.

You are welcome to preview this lesson or any other lesson in the health curriculum. Please contact me if you would like to look at these materials or if you have any other questions or comments.

Sincerely,

____

LETTER

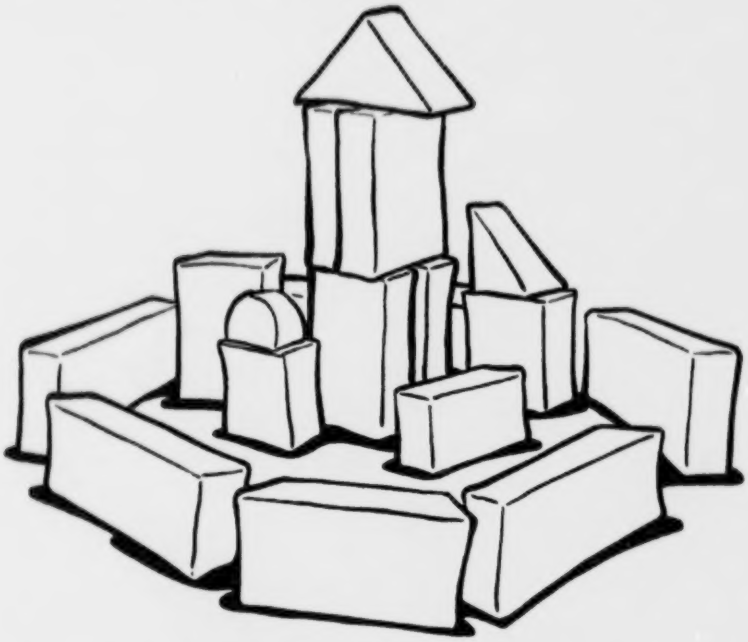
Learning About HIV (continued)

HIV/AIDS Facts

- HIV stands for *human immunodeficiency virus,* the virus that causes AIDS.
- AIDS stands for *Acquired Immune Deficiency Syndrome,* a communicable disease that damages the body's immune system.
- HIV attacks the body's natural defense against disease, the immune system. When the immune system is weakened by the virus, the body is vulnerable to diseases that healthy people normally do not get, such as rare kinds of cancer, tuberculosis and recurrent pneumonia.
- HIV is not spread through the air or by touch.
- HIV is not spread by sharing toilet articles, food or silverware.
- HIV lives in certain body fluids—blood, semen, vaginal fluids and breast milk. It does not live in sweat, saliva or tears.
- The virus is transmitted only through the exchange of the body fluids in which it lives.
- There is as yet no cure for HIV or AIDS.
- Abstinence from sexual intercourse is the only sure way to prevent sexual transmission of HIV.
- Other behaviors to avoid include sharing needles to inject any drugs (even legal drugs), sharing needles for ear piercing or tattooing, and any other activities in which blood might be exchanged.
- Nobody can get HIV by donating blood.

The City of Mune

Directions: Read or tell students the following story, using a model of a walled city with a castle to illustrate it. Each time a problem occurs in the story, remove part of the city, wall or castle. When the problem is resolved with no harm to the citizens, replace the parts you've removed.



A long time ago, there was a walled city called Mune. Mune looked something like this city. It had a king and a queen and lots of good people. The people were strong and healthy. They worked hard and took care of their city.

Ask students to describe Mune's protection against enemies—the wall and the castle.

In 1363, a bad storm hit Mune with heavy rains and high winds. The storm did a lot of damage. But the queen and king organized a special group of people to clean up the city. Soon you couldn't tell there had been a storm.

In 1388 there was a big fire in Mune. The stable caught fire and part of the castle was destroyed. The people of Mune pitched in and rebuilt the buildings. Soon, all the damage was repaired.

A few years later, enemies of Mune tried to attack the castle. They shot fiery arrows into the town and lobbed boulders at the town wall. Fortunately, the army was well organized. Mune archers attacked the enemy. Special soldiers defended the wall and the castle. Together, the Munies fought back and drove their enemies away.

The Munies began to think that nothing bad could ever happen. They became a little less careful about taking care of their city.

One day, another enemy group, the Viruses, surrounded Mune. This group planned to besiege Mune. They planned to stay until every last Munie surrendered or was dead.

The Viruses began their siege by shooting burning arrows and lobbing boulders at the walls. For a while, the Munies fought them off. But the siege continued for weeks and weeks and months and months.

Because the city was surrounded by the Viruses, the Munies couldn't get fresh food, more ammunition or new supplies. The Munies slowly became weaker and weaker and less able to defend themselves.

Pull some of the wall and castle down each time you talk about how the city is becoming weaker (either by enemy attack, the siege or natural disaster). By the end of the story, there should be several big holes in the castle and the wall.

Then, in the middle of the siege, another storm hit Mune. It blew off part of the castle roof. The storm wasn't as big as the famous storm of 1363. But the Munies were tired from fighting the Viruses. They didn't have the time or the supplies needed to rebuild the city.

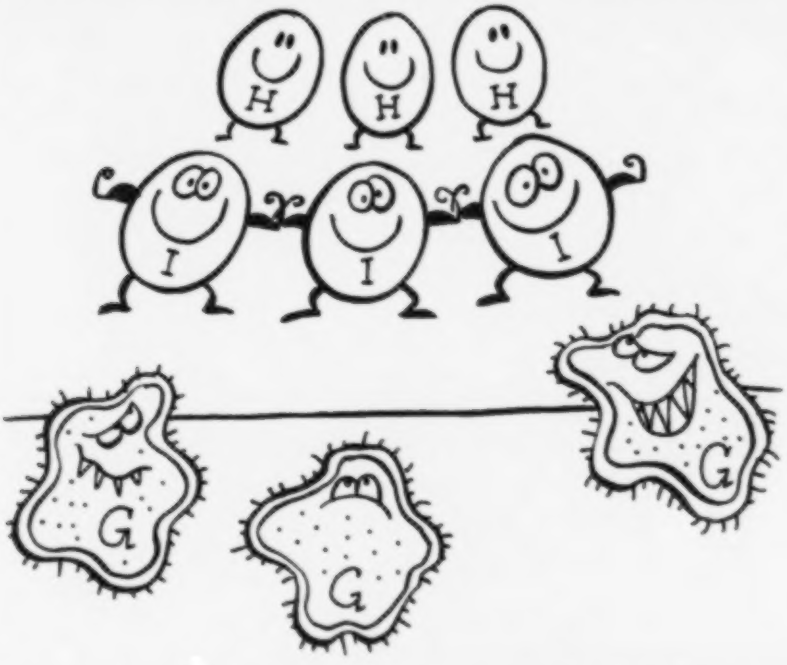
A few months later, lightning hit the tallest tree in Mune and knocked it down. The tree fell on the wall and knocked out some bricks. The lightning also started fires in some of the buildings. Even though this fire wasn't as bad as the fire in 1388, the Munies didn't bounce back from it. They were just too tired from fighting off the Viruses for so long.

Then the Viruses started putting even more pressure on Mune. They began to attack the Munies every day, even twice a day. They continued shooting fiery arrows and lobbing boulders into the town. Then they began attacking the gates with huge logs.

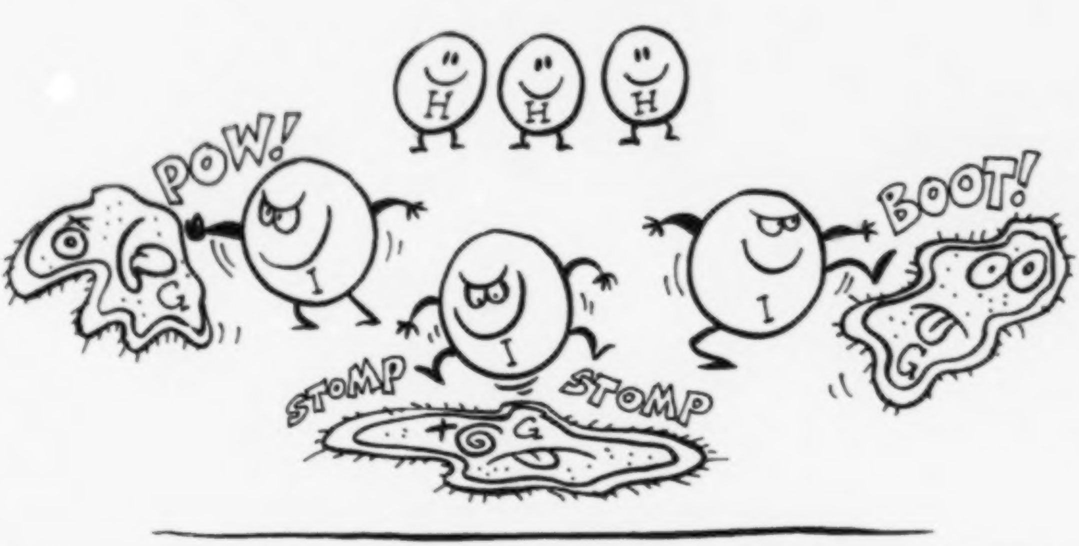
Slowly but surely, the Viruses wore the Munies down. Before long, the Viruses just walked in and took over the city of Mune.

TEACHER

Healthy Immune System



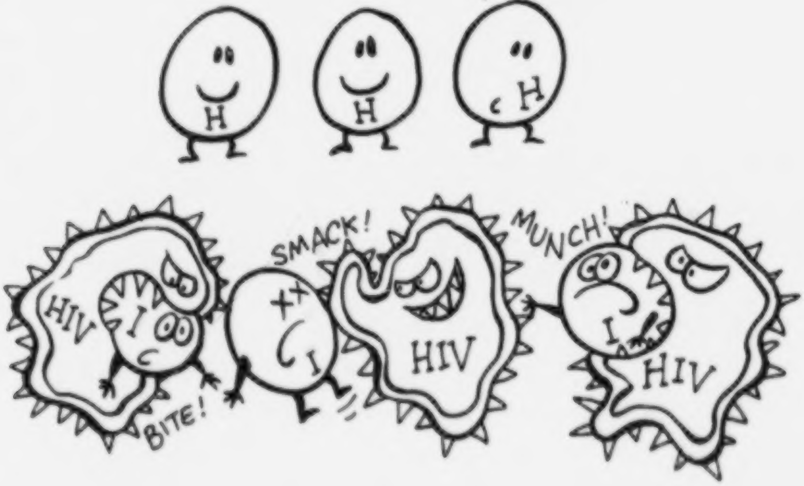
Immune system cells (I) protect healthy cells (H).


H
H
H
POW!
BOOT!
G
I
I
I
G
STOMP
STOMP
G

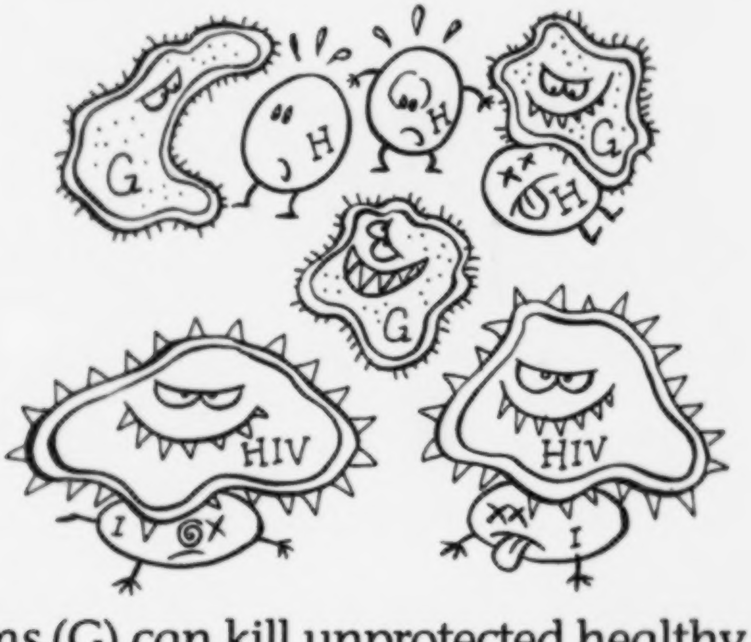
Immune system cells (I) fight and kill germs (G).

TEACHER

HIV Attacks


H
H
H
HIV
I
BITE!
SMACK!
I
HIV
MUNCH!
I
HIV

HIV attacks and kills immune system cells (I).


G
H
H
G
H
G
HIV
I
HIV
I

Now germs (G) can kill unprotected healthy cells (H).

LESSON
10
What Is Quackery?

Objective

Students will be able to identify criteria for questioning the effectiveness of health products and services.

Time

One class period.

Overview

This lesson introduces students to the elements of quackery, the promotion of medically unproven treatments for diseases or other personal conditions. Learning to identify these elements helps students become more aware of misleading techniques used in a variety of advertising messages.

The lesson begins with a discussion of reasons people might be attracted to products that have no proven medical effectiveness. After a description of some elements of quackery, students work in small groups to analyze an advertisement for a quack product.

Note: In this discussion of quackery, you need to be aware that many cultures employ medical treatments that are not yet commonly accepted in traditional Western medicine. Many of these techniques, such as Chinese acupuncture, may have health benefits. Such treatments should not be considered quackery.

Integration

Social studies.

Teacher Materials and Preparation

HAVE:

✓ Several supermarket tabloids, e.g., *The National Enquirer, The Star* (optional).

COPY:

✓ **Mighty Muscles** worksheet, one for each student.

MAKE:

✓ Transparency or poster of **Too Good to Be True?**

Procedure

■ Tell students that they have learned a lot about some different diseases in the last two health lessons. Ask if all these diseases had cures (no). Ask students how people can deal with a disease that has no cure (treat symptoms, stay as healthy as they can).

Tell students that people sometimes want cures or treatments for other conditions that aren't as serious as the diseases they've studied. People may want to build stronger muscles or to make their hair grow.

- Write the work QUACK on the board. Tell students the word *quack* comes from an old word, *quacksalver.* Explain that both words mean "someone who pretends to have medical skill." Tell students that people who have diseases or conditions with no cure may sometimes be attracted to treatments offered by quacks, people with no medical skill.

- Show students the **Too Good to Be True?** transparency or poster. Tell students that if someone's claims for a treatment or cure sound too good to be true, they probably are. Explain that the techniques listed on the chart are often used to advertise products that are not medically proven.

Tell students that quacks often promise quick, easy cures. Remind students that they've learned that some diseases have no cures. Other conditions and diseases have cures, but the treatment may take a long time. And very few of these problems have easy cures.

Add that quacks also use mysterious ingredients. They may make up fancy or scientific-sounding names for common things. Tell students that if they can't find the names of a product's ingredients in the dictionary, they should be suspicious of the claims.

Tell students that many quacks claim that they are the only ones who have the product. The product can't be bought from anyone else or at any other place. They may also say the product will only be available for a short time, so you need to buy it now.

Explain that treatments that work should be available from doctors or pharmacists and everyone should be able to buy them. Effective treatments will continue to be available, too.

Tell students that the best rule to remember is that if it sounds too good to be true, it probably is. Suggest that remembering this rule and the other techniques you've discussed can help them evaluate any advertisement—not just advertisements for health products and treatments.

- Divide students into small groups. Distribute the **Mighty Muscles** worksheet. Tell students to answer the questions on the worksheet to analyze this advertisement to see if it uses any of the techniques they've just discussed. When groups have finished their analyses, lead a class discussion of their findings. Tell students to keep this worksheet in their health folders.

Evaluation

Assess students' responses in class discussion and their work on the **Mighty Muscles** worksheet for their ability to identify criteria for evaluating advertisements for health products and services.

Follow-Up Extension

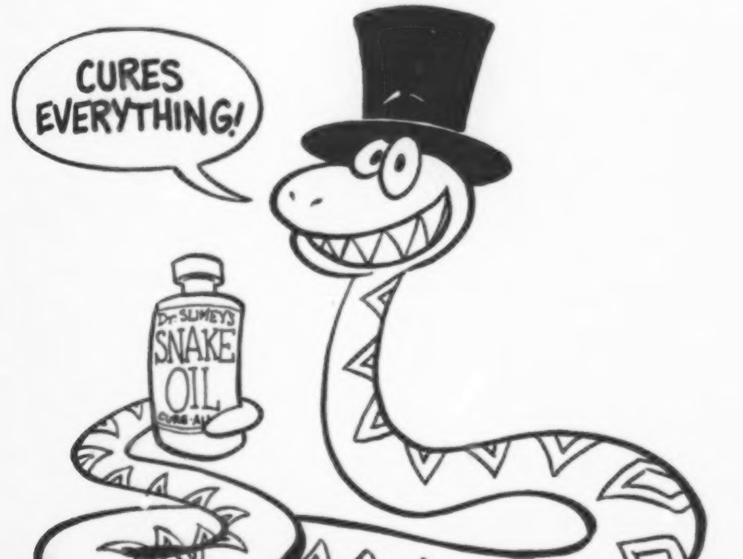
Have students look at supermarket tabloids to find suspicious advertisements for health-related products. Ask them to report their findings to the class.

Suggested Resources

Into Adolescence: Becoming a Health-Wise Consumer. J. W. Hisgen. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight helps them explore the influence of advertising on their buying habits.

Too Good to Be True?

- Quick, easy cures.
- Mysterious ingredients.
- Only available from one person or place.
- Sounds too good to be true.


CURES EVERYTHING!
Dr. SLIMEY'S
SNAKE
OIL
CURE-ALL

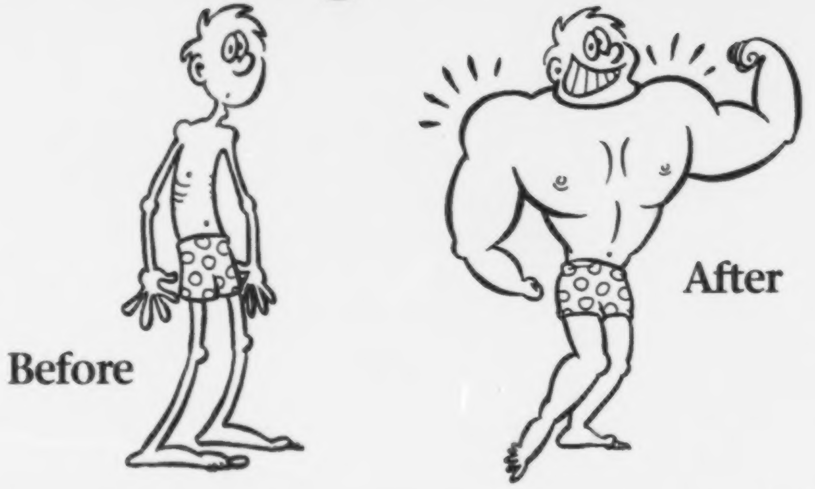
Name ______________________________________

Mighty Muscles

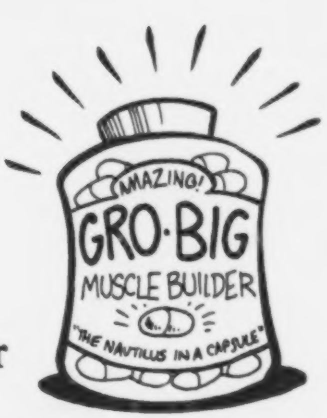
Directions: Discuss this advertisement with your group, and answer the questions on the next page.

Build Muscles While You Sleep!

with Gro-Big Muscle Builder Pills


Before
After

New Miracle Formula


AMAZING!
GRO·BIG
MUSCLE BUILDER
"THE NAUTILUS IN A CAPSULE"

- ★ Made from rare ingredients!
- ★ Contains powerful aminobolic biceptic enhancers!
- ★ Makes muscles larger and stronger overnight!

Not available in stores. Order now. Supplies are limited.

Name ______________________________

Mighty Muscles (continued)

1. What is the name of the product? ______________________

2. How is the product supposed to make people healthy? ______________
____

3. Does the ad promise a quick cure or an easy cure? ______________

4. Does it mention mysterious or magical ingredients? Are the names of these ingredients in the dictionary? If so, what do these words mean?
____
____

5. Are there limits on where you can buy the product? If yes, what are they?
____
____

6. Do you think this product is a safe product that will work or is it a quack product? Explain your decision.
____
____
____

UNIT III

Dealing with Change

LESSON

11

The Preteen Growth Spurt— What's Happening on the Outside?

Objective

Students will be able to explain that differences in growth among preteens and adolescents are normal.

Time

One class period.

Overview

The first lesson of **Unit III: Dealing with Change** introduces the topics of adolescence and puberty through a discussion of the adolescent growth spurt. Students look at a graph that depicts typical growth rates from birth to adolescence. They then complete a worksheet with case studies of a boy's and a girl's growth spurts.

After a discussion of the worksheet, students discuss some of the other changes that occur during adolescence and the stresses these changes may engender.

Integration

Math, science.

Teacher Materials and Preparation

HAVE:

✓ **We All Grow and Change**, an *Actions for Health* poster. (See example on teacher page.)
✓ Anonymous Question Box, introduced in Lesson 9.

COPY:

✓ **Growth Spurt Case Studies** worksheet, one for each student.

MAKE:

✓ Transparency or poster of **Growth Graph**, or copy the graph onto the board.

REVIEW:

✓ **Growth Spurt Case Studies *Example*.**
✓ **Stress Management Activities,** from Lesson 3.

PREPARE:

✓ Ask the school or district nurse or counselor to help you present this lesson (optional).

Procedure

■ Tell students that they will soon be entering adolescence. Ask them what the word *adolescence* means. Tell them that adolescence is the time of growing from childhood to adulthood. It is the time that a girl grows to be a woman and a boy grows to be a man.

Add that a lot of changes occur during adolescence. Some of the changes are physical; some are emotional; some are social. Tell students that in the next two health lessons they will be learning more about some of these changes.

Show students the **We All Grow and Change** poster. Emphasize that even through we go through many of the same changes, we all grow and change at different times and different rates.

■ Tell students one of the first signals that their bodies are moving into adolescence is a growth spurt. Write the term GROWTH SPURT on the board. Ask students what they think a growth spurt is. Explain that a growth spurt is a period of sudden, quick growth.

Show students the **Growth Graph**. Explain that the first growth spurt they experienced was between the ages of birth and two years. Ask students to describe what happens to a baby during this time period. Responses may include:

- triples in weight
- grows much taller
- becomes stronger
- begins talking

Use a colored marker or colored chalk to trace over the growth line between birth and age two.

Ask students to think about the growth of a child after age two. Does the child double in size every year? (No.) Does the child grow several inches every year? (No.) Does the child keep growing? (Yes, but growth is at a slower rate.)

Ask students if they have ever seen a puppy or kitten or other pet grow. Is the growth spurt in humans similar to or different from growth in animals? Discuss the differences. (Most animals grow rapidly during their first months of life. Then growth tapers off.)

Tell students that from age two until about ages eight to ten, children continue to grow; however, they grow much more slowly. Trace over the segment of the growth line from ages two to nine with a different colored marker or chalk.

Explain that somewhere between ages eight and eleven, most children begin their adolescent growth spurt. Use a third color to trace over the section of the growth line between ages eight and eleven.

Ask students to guess how many inches a year children grow during their growth spurt. Tell them that the average growth is two to five inches per year.

Tell students that as part of the growth spurt, children gain weight and grow taller. Explain that many children actually gain weight first. For a while, they may think they're getting a little chubby. Add that this weight gain is normal. The body is storing energy for the rapid growth to come.

Emphasize that the growth spurt occurs at different times and different rates in different people. Some people may start the growth spurt at age eight or nine; other people may start at age thirteen or fourteen or even older.

Note: The **Growth Graph** illustrates the general pattern of growth. It is based on national averages and is not intended to be precise.

■ Explain to students that boys and girls generally begin their growth spurts at different times. Most girls begin their adolescent growth spurt at a younger age than most boys, usually between the ages of eight and ten. Boys often begin their adolescent growth spurt between the ages of ten and fourteen.

Emphasize that these are average ages. Some children start earlier than average; some start later. Everyone is different.

Distribute the **Growth Spurt Case Studies** worksheet. Tell students these graphs show how one girl and boy grew. Emphasize that these case studies are only examples; everyone grows at different rates.

Have students work with a partner to answer the questions on the worksheet. Then lead a discussion of the worksheet, using the **Growth Spurt Case Studies *Example*** as a guide.

Point out to students that at age eight, Mieko and Michael were about the same height. Who was taller at age eleven? (Mieko) Tell students that girls are usually taller than boys at that age. Ask students at what age Michael became taller than Mieko (age fifteen). Explain that most boys are as tall as or taller than most girls by age sixteen.

Ask students why eleven-year-old girls would be taller than boys that age (girls have started their growth spurts, boys haven't). Why does it take boys so long to become taller than the girls? (Growth spurt starts later so it takes them a while to catch up.) Why are eight-year-old boys and girls about the same height? (They haven't started their growth spurts yet.)

Ask students how to tell if they are already in their adolescent growth spurts. These are some clues:

- Have you recently outgrown a pair of shoes before they were worn out?
- Did you need a new winter coat or jacket this year because the one you wore last year was too short or too small?
- Are the jeans you wore last year hitting you above the ankles?

■ Discuss the other changes that occur during the growth spurt. Explain that as the muscles in the arms and legs grow, the head doesn't look like such a big part of the body as it does on babies. The shape of the head also changes. Ask students if they can describe how the heads and faces of ten year olds are different from babies' (forehead begins to stand out and jaws grow forward).

Tell students that another change that occurs as children begin the growth spurt is that sweat glands become more active. Sweating of the feet and sweating under the arms becomes more noticeable.

Add that the oil glands also become more active. Students may notice their skin becoming more oily. Explain that if oil glands get plugged up, they can cause pimples or blackheads.

Tell students that the adolescent growth spurt is the last growth spurt they will experience. This growth spurt moves them along to developing into adults.

■ Acknowledge that the adolescent growth spurt can be a stressful time. In addition to physical changes, the growth spurt can cause emotional changes.

One of the changes may be moodiness and mood swings—feeling very happy one minute and feeling angry or sad the next minute. Tell students this is normal. It is the result of the hormones (chemicals) in the body that are causing the growth changes.

Another change may be feeling awkward or uncomfortable with your body. This feeling is also very common. When the body is growing so rapidly, it takes time to get used to your new height and weight. You may sometimes feel clumsy because you knock into things or seem to trip over your own feet. Fortunately, this won't go on forever.

Another common change is feeling that you don't look good. Tell students that when you are growing so quickly, your clothes may not always fit well. Something that fit two months ago may be too short or too tight now.

Discuss with students what they can do about the stress that comes with rapid growth. Remind them of the stress management techniques discussed in Lesson 3.

Encourage students to talk about their feelings with a parent or another adult family member or an adult they feel close to. Explain that all adults have been through the growth spurt. Encourage them to talk about the growth spurt with their friends, too. Suggest that they try to find some things they can laugh about together.

Tell students to try to keep their self-talk positive. Remember, the growth spurt won't last forever. Even if this is a hard time, they'll get through it. Encourage them to take time to do things they enjoy each day.

■ Remind students of the Anonymous Question Box. Tell them they can use the box to ask questions about the adolescent growth spurt and other changes.

Evaluation

Assess students' responses in class discussion and on the **Growth Spurt Case Studies** worksheet for their ability to explain that differences in growth are normal.

Follow-Up/Extension

Ask students to bring to class pictures of themselves as infants or toddlers—or school pictures from previous years—the younger the better. Post the pictures without names attached on a bulletin board. Number the pictures.

Have students try to identify their classmates by listing the picture number and the name of the student they think the picture is of. Then have students identify their pictures. Discuss how students have changed.

Have students do a survey of the heights of adults in their families. Have them use one or more of the following methods to project their possible adult height.

- average of mother and father's height

- average height of all family members of same sex (i.e., for girls—mother, aunts, grandmothers; for boys—father, uncles, grandfathers).
- range of heights of family members of same sex (What's the shortest and the tallest height?)
- range of heights of all family members of both sexes.

Suggested Resources

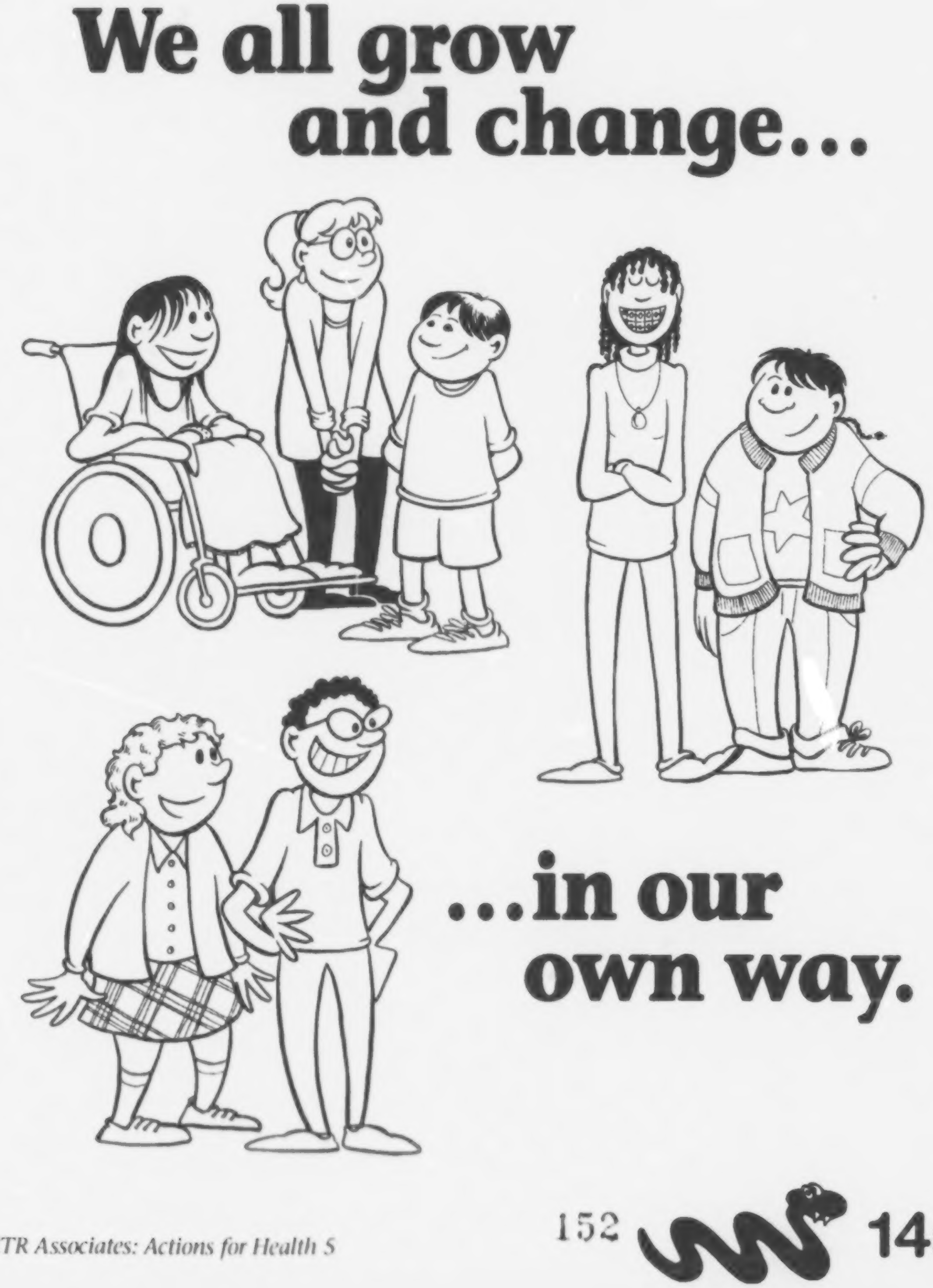
Into Adolescence: A Time of Change. C. S. Golliher. Santa Cruz, CA: ETR Associates. The reassuring lessons in this curriculum for students in grades five through eight explain the physical, emotional and social aspects of puberty.

Growing Older: Facts and Feelings. J. Hiatt. Santa Cruz, CA: ETR Associates. This illustrated booklet helps children ages nine to ten understand the physical and emotional changes of puberty.

TEACHER

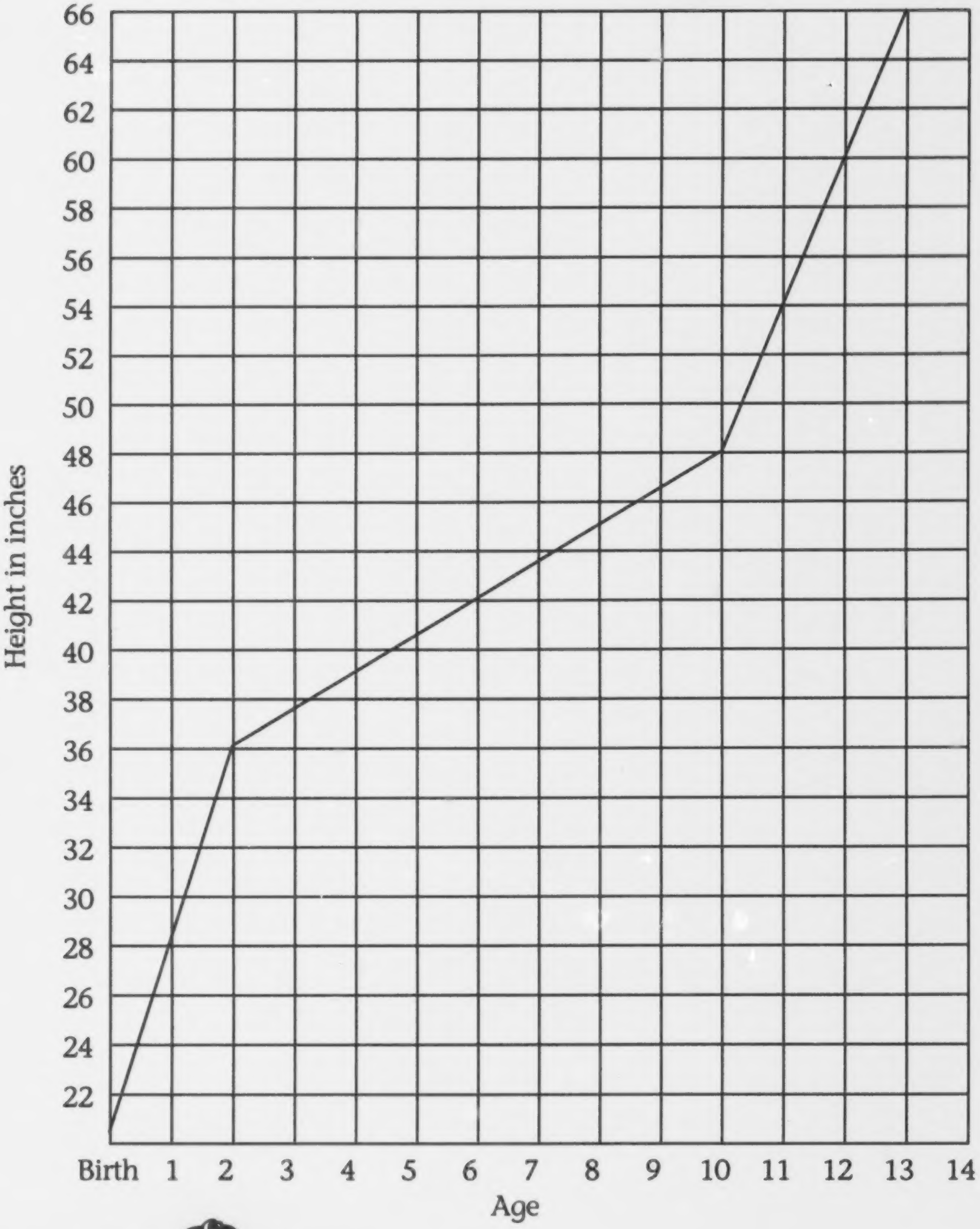
We All Grow and Change

An Actions for Health *Poster*


We all grow and change...
...in our own way.

TEACHER

Growth Graph



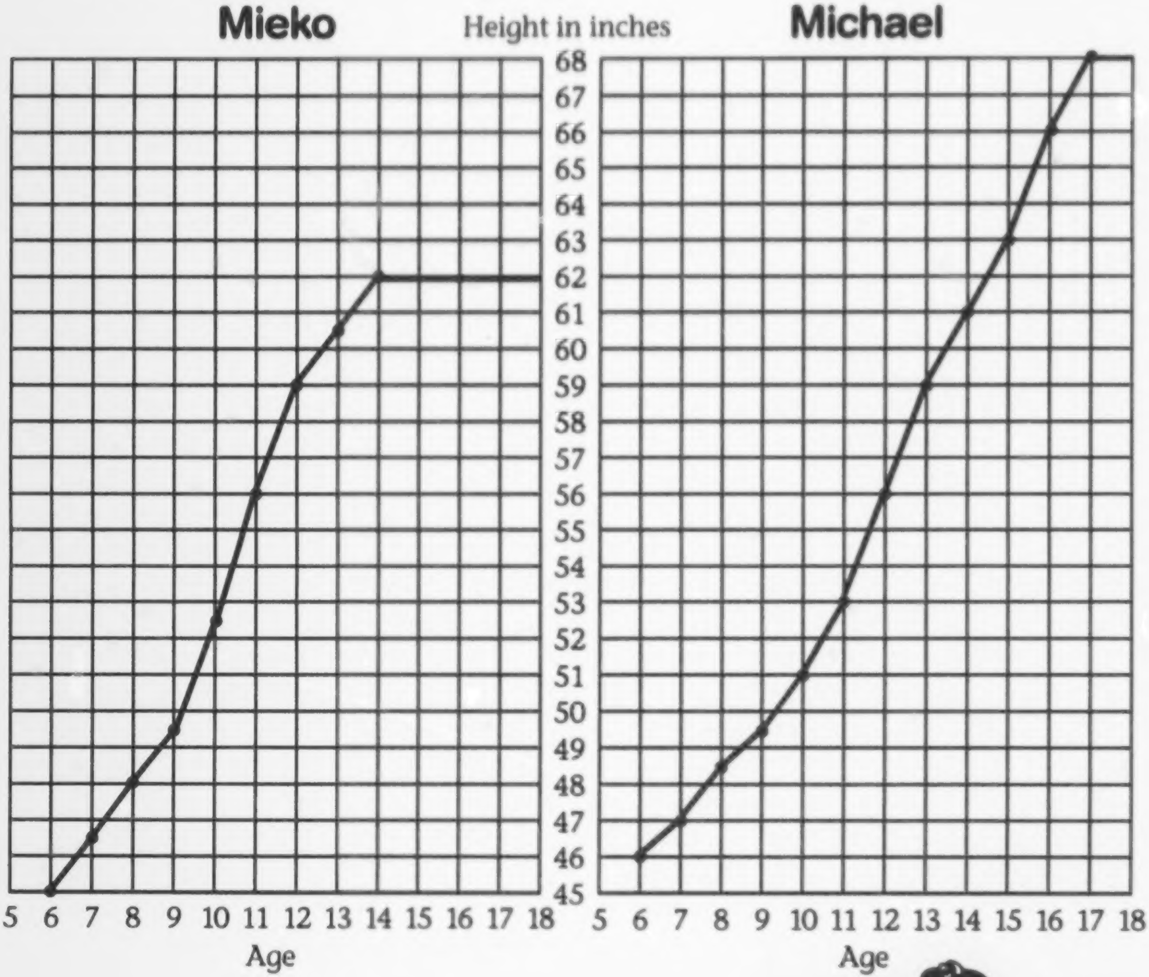
Name ____________________________________

Growth Spurt Case Studies

Directions: Look at the graphs that show how Michael and Mieko grew. Use the graphs to answer the questions.

1. At what age did Mieko begin her adolescent growth spurt? ____________
2. At what age did Michael begin his adolescent growth spurt? __________
3. At what ages was Mieko taller than Michael? ____________________
4. At what age did Michael catch up to Mieko? ____________________
5. Why aren't all ten year olds the same height? ___________________

____



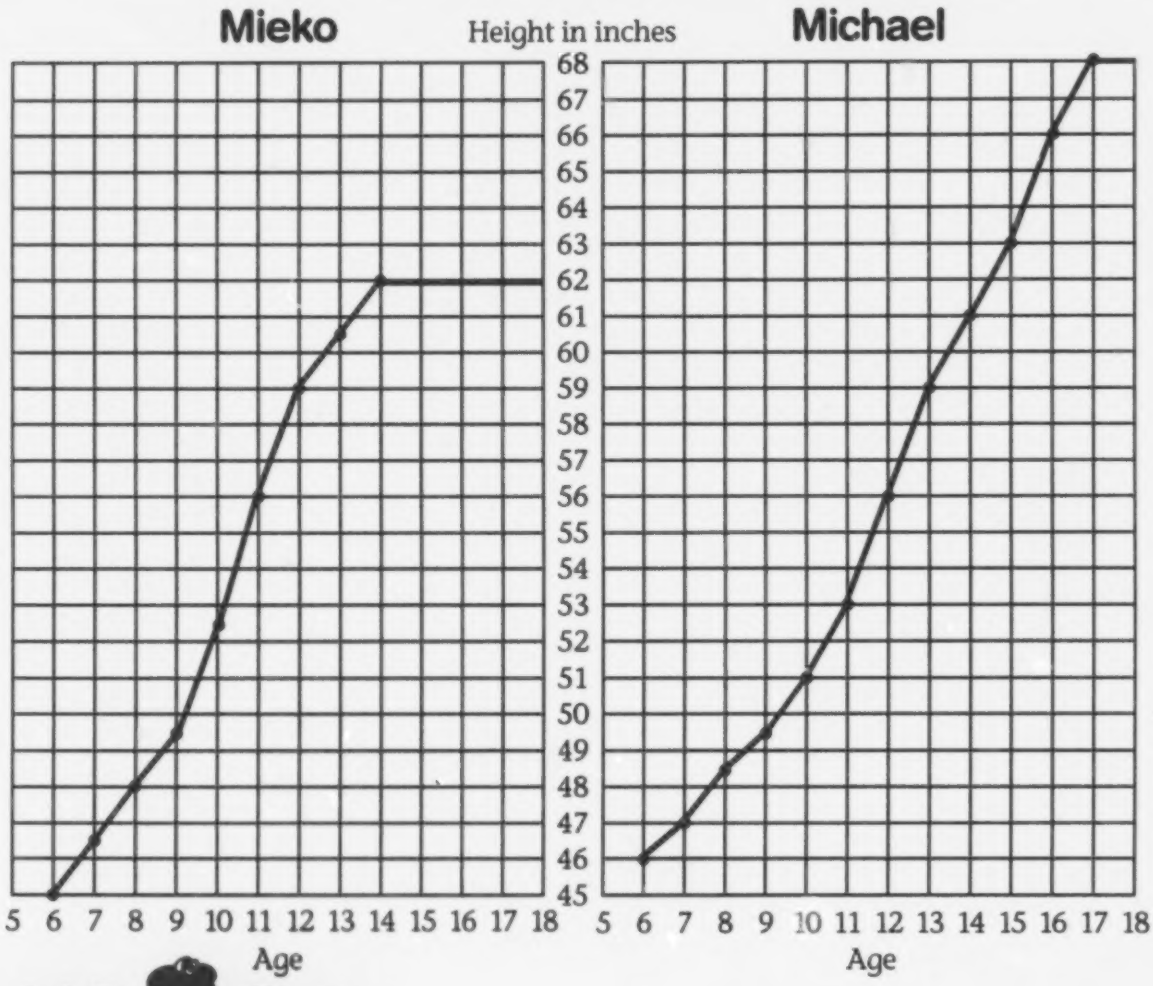
TEACHER

Growth Spurt Case Studies

Example

Directions: Look at the graphs that show how Michael and Mieko grew. Use the graphs to answer the questions.

1. At what age did Mieko begin her adolescent growth spurt? ***age 9***
2. At what age did Michael begin his adolescent growth spurt? ***age 10 or 11***
3. At what ages was Mieko taller than Michael? ***ages 10–14***
4. At what age did Michael catch up to Mieko? ***age 15***
5. Why aren't all ten year olds the same height? ***Different people are different sizes; girls start their growth spurt earlier than boys.***



LESSON

12

The Preteen Growth Spurt—What's Happening on the Inside?

Objective

Students will be able to identify changes that occur during puberty.

Time

One class period.

Overview

This lesson extends the discussion of changes that occur during puberty to the topic of sexual development. The lesson begins with a description of the endocrine system and its role in growth and development. Students learn about additional changes that occur during puberty. They then complete a worksheet on pubertal changes for boys and girls.

Note: Many districts have approved programs for presenting information on puberty. Specific programs are often developed to meet local needs. If your school or district has such a program, you may want to use it with or instead of this lesson. Be sure to follow school and district policies regarding parental notification.

The Changes of Puberty ***Teacher Background Information*** includes information on menstruation and other aspects of puberty to discuss as your district and school guidelines permit. The use of videos to accompany this lesson is highly recommended. See Suggested Resources.

Integration

Science.

Teacher Materials and Preparation

HAVE:

✓ Anonymous Question Box, from Lesson 9.
✓ Magazines with pictures of people. Be sure a variety of ages and ethnic groups are represented.
✓ Scissors and glue for students.
✓ Art supplies (crayons or markers) for students.

COPY:

✓ **Growing and Changing** worksheet, one for each student.

MAKE:

✓ Transparency or poster of **The Endocrine System**.

PREPARE:

✓ Several days before you teach this lesson, distribute **The Changes of Adolescence** letter for students to take home to adult family members.

✓ Ask the school or district nurse to help you present this lesson (optional).

REVIEW:

✓ **The Changes of Puberty *Teacher Background Information*.**

Procedure

■ Tell students that another name for the changes that occur at the time of the adolescent growth spurt is *puberty*. During puberty, the brain signals glands in the body to produce chemicals called *hormones*. These hormones travel to different parts of the body to tell them how to develop and grow.

Explain to students that puberty is triggered and regulated by the endocrine system. Show students the transparency or poster of **The Endocrine System**. Point out the organs of the endocrine system as you describe their functions to students.

Explain that the pituitary gland, which is located at the base of the brain, signals the body when puberty is to begin. The pituitary is called the master gland, because it controls all the other endocrine glands. It sends the other glands signals to tell them what to do and how much of different hormones to make.

Point out the thyroid gland. Tell students the thyroid is involved with growth and mental development. It also affects the rate at which the body uses food.

Explain that some of the organs of the endocrine system are not directly involved in growth. The thymus helps the body develop its immune system. The adrenal glands produce adrenalin, the hormone that prepares the body to handle danger. The pancreas creates a hormone called insulin, which regulates the amount of sugar in the blood stream.

Ask students what organ controls the pituitary gland (the brain). How does the brain know when to tell the pituitary to start the growth spurt or puberty? Explain that each person has a special growing rate determined before she or he was born.

■ Tell students that the male testes and the female ovaries are also part of the endocrine system. When these organs receive the pituitary gland's signals, they start producing the hormones that lead to sexual development.

Tell students that many of the changes that occur during puberty are the same in both boys and girls. Ask students to list some of the changes discussed in Lesson 11 (growth spurt, more active sweat and oil glands).

Tell students that both boys and girls will also begin to grow body hair on their underarms, legs and pubic areas. Boys will also begin to grow hair on their faces and possibly their chests.

Add that other changes are different for boys and girls. Boys' voices get deeper, their shoulders get broader, the penis and testicles grow, and they begin to produce sperm. Girls' hips widen, their breasts develop, and they begin to menstruate.

■ Remind students that every person has a personal time clock that determines when he or she will begin the changes of puberty. Some people will mature earlier and others later. People will grow at different rates. Stress that students shouldn't make comparisons, because everyone grows and changes at different rates.

Tell students that they can't control their personal time clock, but they can do some things to ensure that they grow as they're meant to do. Ask students to suggest some things they can do to contribute to their growth. Be sure responses include making healthy choices about nutrition, exercise, sleeping and dealing with stress.

- Distribute the **Growing and Changing** worksheet. Tell students to circle the changes that occur during puberty for boys and for girls. Pass out magazines, glue, scissors and art supplies. Students can draw or paste pictures of a boy and a man or a girl and a woman in the spaces indicated on the worksheet. Tell students they can add this worksheet to their health folders.

Evaluation

Assess students' responses on the **Growing and Changing** worksheet for their ability to identify the changes that occur during puberty.

Suggested Resources

Am I Normal? New Day Films. Available from ETR Associates, Santa Cruz, CA. This sensitive video about male puberty portrays sexual maturation as a natural process.

Dear Diary.... New Day Films. Available from ETR Associates, Santa Cruz, CA. This video about female puberty offers a humorous yet factual approach to puberty.

Growing Older: Facts and Feelings. J. Hiatt. Santa Cruz, CA: ETR Associates. This illustrated booklet for boys and girls ages nine and ten helps them understand the physical and emotional changes of puberty.

The Growing Up Series. Available from ETR Associates, Santa Cruz, CA. The three videos in this series combine creative animation and original music with live action to help students in grades five to eight cope with the pressures of puberty.

Into Adolescence: Learning About Reproduction and Birth. C. S. Golliher. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight helps students learn about reproduction, birth and the basic concepts of genetics.

Into Adolescence: A Time of Change. C. S. Golliher. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight introduces the basics of human reproduction and explains the physical, emotional and social aspects of adolescence.

Menstruation Facts. Santa Cruz, CA: ETR Associates. This comforting pamphlet explains the menstrual cycle, feminine hygiene options and possible problems.

Puberty Facts. Santa Cruz, CA: ETR Associates. This pamphlet addresses the concerns of girls and boys going through puberty.

Talking with Your Daughter About Menstruation. Santa Cruz, CA: ETR Associates. This supportive pamphlet helps parents prepare their daughters for menstruation.

When Sex Is the Subject: Attitudes and Answers for Young Children. P. M. Wilson. Santa Cruz, CA: ETR Associates. This accessible handbook helps teachers, parents and other caregivers discuss sexuality with children with sensitivity, comfort and confidence.

The Changes of Puberty

Teacher Background Information

This background information is for you, the teacher. The amount of information you pass on to your students will depend on their maturity level, on your community's values and on district and state policies regarding family life and sexuality education. Adjust lesson content and procedures accordingly. Be sure to follow proper procedures regarding parental notification.

Become as actively involved as you feel comfortable in teaching this material. In many ways, you are the best person in the school to teach this material because you know your students and can seize teachable moments.

On the other hand, if you do not feel comfortable teaching about puberty, ask for training, help or support from the school or district nurse or other teachers. Many educators like to have a male and female team teaching this unit.

Encourage students to talk with their parents or other trusted adults about the material and their related feelings. If some students seem to need more indepth information or more attention than is appropriate for the whole class, arrange to meet with them individually or refer them to the school nurse or guidance counselor.

Puberty

Puberty, which usually begins between the ages of nine and sixteen, is that time in life when children's bodies begin to mature. The pituitary gland stimulates other glands in the body to produce hormones that affect not only growth and sexual development, but emotions as well.

Many of the changes that occur during puberty are similar in boys and girls, including the following:

- Growth of hair under arms, on legs, in groin (pubic area).
- Growth spurt—both height and weight.
- Increased gland secretions of oil and sweat, which often results in acne and/or body odor.

In boys, an increase in the male hormone testosterone results in many external changes, including growth of facial and chest hair, deepening voice, increase in muscle mass and increase in size of the penis and testicles. In some boys, breast tissue increases and becomes tender for a year or so. During puberty, boys begin to produce mature sperm. The age of onset varies, but production of sperm usually follows the external changes.

Breast growth is usually the first sign of puberty in girls. One breast is often bigger than the other. Breasts and nipples usually feel tender as they are growing. Other changes in girls include an increase in the width and size of the hips, which helps prepare for childbirth. Vaginal discharge is normal, unless the discharge is yellow and causes itching. The female's egg cells are present in the ovaries at birth. During puberty, the eggs begin to mature and are released in a monthly cycle.

Menstruation

Menstruation, the cyclical discharge of blood and endometrial cells, usually begins in the middle of puberty, after many external changes. The age of onset varies greatly, from age nine to age sixteen.

Menstruation is part of a monthly process in which the uterus prepares to receive a fertilized egg. As part of this preparation, the lining of the uterus starts to grow and thicken. At the same time, an egg cell ripens inside one of the ovaries.

In ovulation the egg cell is released from the ovary. This occurs about fourteen days before the next menstrual period. The egg cell travels through the fallopian tube into the uterus.

Fertilization, the beginning of pregnancy, occurs if a male sperm cell enters the egg cell while it is in the fallopian tube. The fertilized egg cell then moves into the uterus and attaches itself to the uterine lining, which has continued to thicken.

However, if the egg cell is unfertilized, the uterus sheds the lining in preparation for the next cycle. The lining, rich with blood cells, is discharged through the vagina. Menstrual pads and tampons are used to absorb the discharge.

Some girls and women get menstrual cramps the first day or two of their periods. Cramps can often be relieved with heat or with pain relievers. Exercise may help prevent cramps.

Some girls and women may feel uncomfortable in the days before they begin their periods. The assortment of symptoms known as PMS (premenstrual syndrome) may include feeling tired and achy or sad and emotional. Regular exercise and the avoidance of certain foods, such as salt and caffeine, may help prevent PMS.

Note: Materials on puberty and menstruation are available from companies such as Tambrands and are often free.

LETTER

The Changes of Adolescence

Dear Family:

As part of this year's health curriculum, *Actions for Health,* our class will be studying some of the changes that occur during adolescence and puberty. This discussion includes information on sexual development.

Preadolescent children will soon be experiencing these changes. Many students may have already begun to experience the adolescent growth spurt; some girls may have begun to menstruate.

Information about what's happening to their bodies helps prepare children for the physical, emotional and social changes that occur during adolescence and puberty. You are encouraged to talk with your child about these topics. As always, you are the best educator for your child.

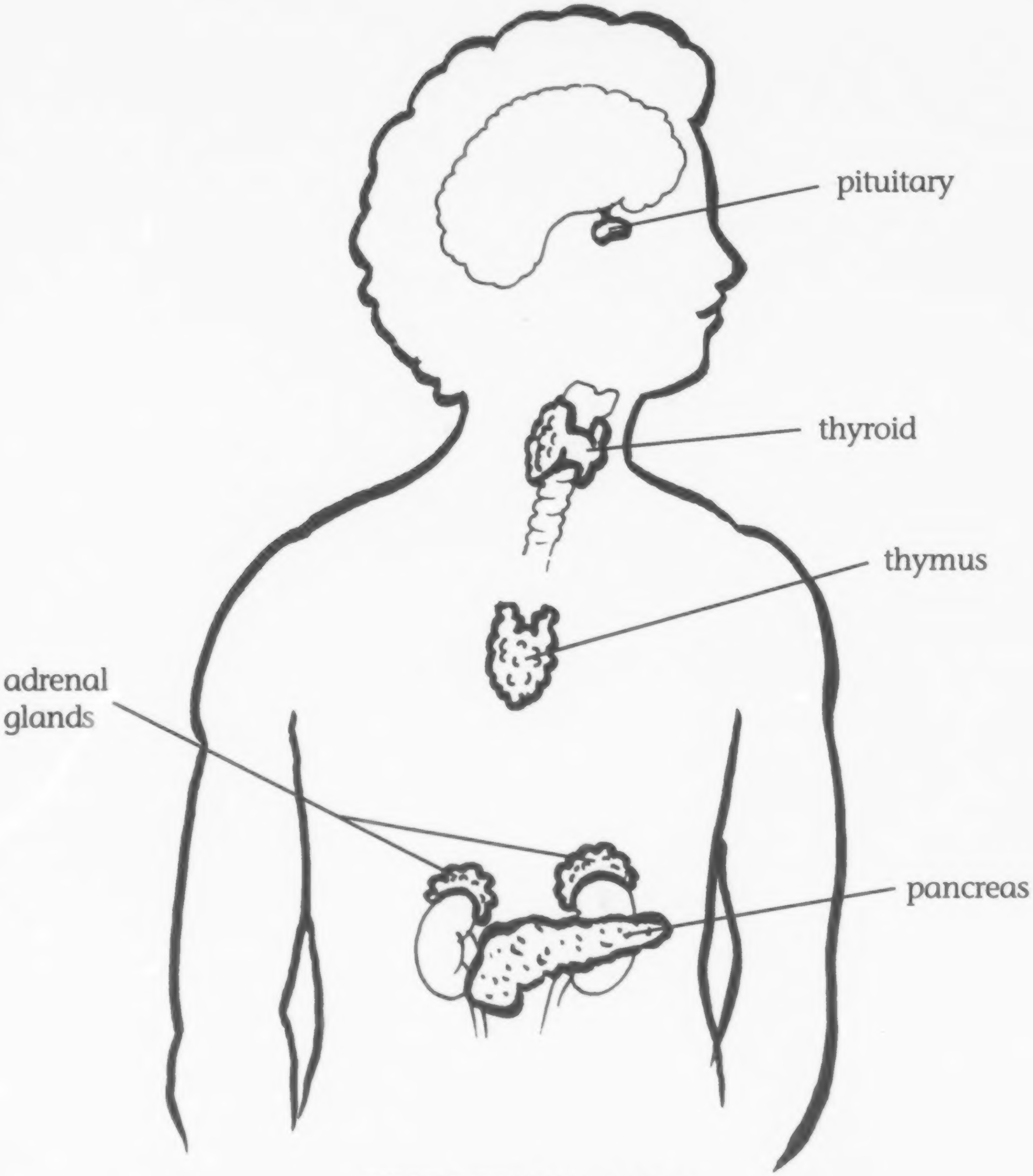
You are welcome to preview the materials we will be using. We can also suggest some resources to help you discuss these topics with your child. If you have any questions, please contact me.

Sincerely,

____

TEACHER

The Endocrine System


pituitary
thyroid
thymus
adrenal glands
pancreas

BEST COPY AVAILABLE

Name ______________________________

Growing and Changing

Directions: Look at the lists of changes that occur during puberty. In the list under Woman, circle the changes that occur as a girl grows to be a woman. In the list under Man, circle the changes that occur as a boy grows to be a man.

Draw or paste a picture of a girl at the bottom of the woman's list and a picture of a woman at the top. Draw or paste a picture of a boy at the bottom of the man's list and a picture of a man at the top.

Woman

weight increases
pubic hair grows
underarm hair grows
hips widen
menstruation begins
voice changes
testes enlarge
breasts develop
facial hair grows
shoulders broaden
height increases

Man

weight increases
pubic hair grows
underarm hair grows
hips widen
menstruation begins
voice changes
testes enlarge
breasts develop
facial hair grows
shoulders broaden
height increases

Growing and Changing

Key

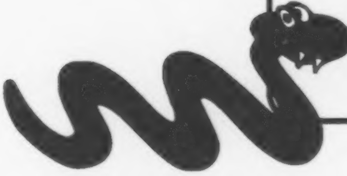
Directions: Look at the lists of changes that occur during puberty. In the list under Woman, circle the changes that occur as a girl grows to be a woman. In the list under Man, circle the changes that occur as a boy grows to be a man.

Draw or paste a picture of a girl at the bottom of the woman's list and a picture of a woman at the top. Draw or paste a picture of a boy at the bottom of the man's list and a picture of a man at the top.

Woman	Man
[✓ weight increases]	[✓ weight increases]
[✓ pubic hair grows]	[✓ pubic hair grows]
[✓ underarm hair grows]	[✓ underarm hair grows]
[✓ hips widen]	hips widen
[✓ menstruation begins]	menstruation begins
voice changes	[✓ voice changes]
testes enlarge	[✓ testes enlarge]
[✓ breasts develop]	breasts develop
facial hair grows	[✓ facial hair grows]
shoulders broaden	[✓ shoulders broaden]
[✓ height increases]	[✓ height increases]

LESSON

13 Keeping Clean: Special Tips for Preteens



Objective

Students will be able to illustrate personal hygiene techniques.

Time

One class period.

Overview

This lesson continues the discussion of puberty by offering students some tips for personal hygiene. The lesson begins with a demonstration of the effects of oil on the skin. Students then read a worksheet about skin care and discuss key points.

Another worksheet offers students some specific tips for looking their best. After a review of these suggestions, students illustrate the three tips they consider most important.

Note: The topic of personal cleanliness involves cultural values that may vary in different cultures. Be sensitive to the beliefs and practices of your students and their families. You may also be aware of students in your class who do not have regular access to hygiene facilities. Avoid embarrassing these students as you discuss this topic.

Integration

Art, language arts.

Teacher Materials and Preparation

HAVE:
✓ Bottle of salad oil.
✓ Several containers that will hold about a quarter cup of salad oil.
✓ Paper towels.
✓ Soap and water for students.
✓ Art supplies (crayons or markers) for students.

COPY:
✓ **Why Skin Care Is Important**, one for each student.
✓ **Look Your Best**, one for each student.

Procedure

■ Explain to students that one thing that can cause stress in young adults is concern about how they look. As children become older, they become more concerned that they look their best, especially when it comes to their skin, hair and fingernails.

Take a quick survey. Ask students how often they think someone their age should take a bath or shower. How often should they wash their hair? Summarize the results on the board for later discussion.

■ Divide students into small groups. Give each group a container with about four tablespoons of cooking oil in it and several paper towels. Have students put their fingers in the oil. Ask students to describe how the oil feels.

If students are willing, ask them to smear some oil on their cheeks or arms and describe how it feels. Ask students if they feel clean with oil on their hands and face or arms. Why or why not? Ask students how their hair would look if they rubbed some oil on it (greasy, stringy). Let students clean their hands and faces, using soap and water and paper towels.

Explain that as students move into their adolescent growth spurt, keeping the body clean becomes more important. Remind students that as they grow up, their bodies begin to sweat more and to produce more oils.

■ Distribute the **Why Skin Care Is Important** worksheet. Depending on the ability of your students, have students work individually, in pairs or in small groups to complete the worksheet. If necessary, review the following vocabulary words before students begin work on the worksheet.

- intestines—part of the digestive system
- acne—skin problems, including blackheads, whiteheads and pimples
- hormones—chemicals produced by the body's glands
- sebum—a fatty substance produced by oil glands
- apocrine—a substance the body produces when you sweat

Tell students to read the worksheet and circle the three points they feel are most important. When students have finished, discuss the key points they have chosen. As students share their key points, ask them why they chose those points.

- Ask students what things they could do to keep their skin clean. Write their responses on the board.

Tell students that some experts suggest taking special care to wash the parts of our bodies that have skin folds. What parts would these be? (face, neck, hands) Why do they think experts make this suggestion? (These parts get dirty quickly because it is easy for dirt and germs to collect in folds.)

- Ask students what they think is the most important thing to do to take care of their hair. Tell students that hair brings oils from the body to the surface. It also keeps you warm by trapping a layer of air next to the scalp. Suggest that most people look their best when they have clean hair.

Tell students that brushing helps keep the scalp clean. Brushing loosens and removes dust and dead hair cells. Brushing also makes the hair shine. Suggest that students brush their hair every day.

- Ask students to look at their fingernails. Are they clean or dirty? Are their nails neat or uncared for? Ask students why fingernails and toenails are important (they cover and protect the ends of the fingers and toes).

Explain that the part of the nails we see are dead cells. Keeping nails clean prevents dirt and germs from collecting under the nails and getting into the body.

- Distribute the **Look Your Best** worksheet. Review the suggestions on the worksheet.

Ask students if these suggestions are different from their opinions at the beginning of the class. Tell students that as they become adolescents, they may need to shower or bathe and wash their hair more frequently.

Tell students to illustrate in the boxes at the bottom of the worksheet the two cleanliness tips they consider most important. Tell them to add this worksheet to their health folders.

Evaluation

Evaluate students' responses on the **Look Your Best** worksheet for their ability to illustrate good personal hygiene.

Follow-Up/Extension

If students in your class are not familiar with nail care, invite a manicurist to come to class and demonstrate how to care for nails.

Suggested Resources

Into Adolescence: Becoming a Health-Wise Consumer. J. W. Hisgen. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight includes information to help students select products for skin and hair care.

Name ____

Why Skin Care Is Important

Which body organ do you think is the biggest—the heart, the brain, the intestines?

Surprise! The body's largest organ is the skin. An eleven year old has five pounds of skin. The brain of an eleven year old weighs only a little more than two pounds.

The skin has many jobs. One important job is to cover the body and keep dirt, germs and sunlight out. The skin protects the inside of the body from dirt, but the skin itself can get very dirty. As you become a teenager, dirty skin can lead to two problems—acne and body odor.

Acne is really several skin problems. Acne includes blackheads, whiteheads and pimples. About three-fourths of all teens have some form of acne.

Why is acne so common among teenagers? During the teen years, your body starts producing more hormones. Hormones are chemicals that help your body become a man's or a woman's. As the hormone levels in your bloodstream go up, the oil glands in your body become more active.

Oil glands are located deep in your skin. They produce a fatty substance called *sebum*. The sebum flows from the oil gland up to the surface of your skin. Sometimes the oil glands produce too much sebum. When the sebum's way to the skin gets blocked, a blackhead or a pimple forms.

The good news is that acne doesn't last forever. Most teenagers who have acne outgrow it when they become adults.

Body odor also starts in the teen years. Unlike acne, it doesn't go away when you become an adult. Body odor can happen when you sweat.

Sweating is important for good health. When you exercise or play hard, your body gets hot. But it's not good for your body to stay hot for too long. So your body sweats to cool off.

Sweat doesn't smell. But when you sweat, the body gives off another substance called *apocrine*. Apocrine is given off only in certain parts of the body, such as under your arms. When apocrine combines with the bacteria that's always on your skin, it causes an odor. The body may give off more apocrine when you feel stress.

Name ______________________________

Look Your Best

Wash your face, neck and hands every day.

Wash your hands before eating and after using the restroom.

If your face is oily, wash it two or three times a day with mild soap and water.

Bathe or shower often, especially after exercise.

If your hair is oily, keep it back from your face.

Don't touch your face except when you're washing it.

Don't squeeze pimples.

Keep nails trimmed—not too long and not too short.

Keep nails clean.

Wash your hair whenever it feels dirty.

Rinse all the soap out of your hair after shampooing.

Comb and brush your hair each day.

Use clean combs and brushes.

Don't share your comb or brush.

LESSON

14

Family Rules, Responsibilities and Privileges

Objectives

Students will be able to identify important family responsibilities.

Students will be able to evaluate their performance in handling family responsibilities.

Time

One class period.

Overview

This lesson examines family roles and responsibilities. The lesson begins with a discussion of family rules. Students list some of the jobs adult family members have, then talk about the categories of responsibilities those jobs relate to. Students then discuss their own family responsibilities.

Selected students read scenarios that illustrate children acting responsibly or irresponsibly. Students then use a worksheet to evaluate how well they're handling their responsibilities. They take the completed worksheet home to discuss their responsibilities with their families.

Note: In any discussion of home or family life, be sure to protect students' right to privacy. You may want to review class groundrules before teaching this lesson. See How to Use This Curriculum for suggestions.

You should also be prepared to deal with students' disclosures. See "Responding to Student Questions and Concerns" in How to Use This Curriculum. Think about the specific situations of your students. You may need to suggest someone other than a family member to whom students can talk.

Integration

Language arts, social studies.

Teacher Materials and Preparation

COPY:
✓ **Ways to Be Responsible,** ten copies.
✓ **My Responsibility Scorecard,** one for each student.
✓ **Responsibility** letter, one for each student.

MAKE:
✓ Transparency or poster of **Family Rules.**
✓ Transparency or poster of **Adult Family Responsibilities.**

PREPARE:
✓ Ask the school counselor to help you present this lesson (optional).

Procedure

■ Show students the transparency or poster of **Family Rules**. Ask them which of the following phrases—Strongly agree, Kind of agree, Kind of disagree or Strongly disagree—best describes their opinion of their family's rules. Invite several students to explain the position they chose and why they chose it.

Point out that family rules usually have two aspects—number and range of rules and the consequences of breaking rules (discipline). For example: A family might have a rule that all homework has to be done before children can watch TV. The consequence of breaking the rule might be that the children could not watch TV at all the next day.

Explain to students that some young people think their family's rules are strict because there are too many rules or the rules seem unfair. Have students brainstorm family rules they think are unnecessary or unfair. List these rules on the board.

■ Tell students that parents and other adult family members are responsible for many jobs within a family. Discuss what it means to be responsible. Explain that to be responsible for something means to have a duty to take care of it.

One way to think of responsibilities is to think of jobs to be done. Pair up students and tell them to write down all the adult family jobs, or responsibilities, they can think of. Give students two to three minutes to create their lists.

Show students the **Adult Family Responsibilities** transparency or poster. Tell students that this list shows some of the types of family responsibilities adults often have. Discuss the responsibilities, asking students for their ideas about the adult jobs that relate to each responsibility.

Have students review the jobs they listed earlier. Tell them to write the number of the type of responsibility from the transparency or poster that each job relates to. If students have listed jobs that don't fit any of the six categories, help them develop additional categories.

Go back to the list on the board of unnecessary or unfair rules students brainstormed. Discuss which rules might relate to one of the categories of adult family responsibilities.

For example: The rule "Be in the house by 8:00" relates to Responsibility 2, Protect children. A rule such as "Keep your bedroom clean" relates to Responsibility 4, Teach children how to take care of themselves. Help students generalize that most family rules help adults carry out their family responsibilities.

Ask students what family jobs they are responsible for. Explain that these jobs are their family responsibilities.

■ Tell students that another sense of being responsible is to be able to tell the difference between right and wrong and to be accountable for your behavior. Ask students if they can name some of the benefits of acting responsibly (more trust, more privileges, more freedom).

Ask students to brainstorm some ways they can show their families they are responsible. Be sure responses include the following:

- Follow family rules.
- Keep your word.
- Accept your share of responsibility around the house.
- Cooperate with others.
- Express your feelings appropriately.

Ask students what privileges they might earn as they become more responsible (staying up later, going more places on their own).

Note: Responsibilities and privileges will vary in different families. You need to be sensitive to your students' situations in this discussion.

■ Select five pairs of students to read the **Ways to Be Responsible** scenarios. Give each pair a copy of **Ways to Be Responsible**, and have each pair read a different scenario.

After each reading, ask the rest of the class whether the child in the scenario acted responsibly. If not, why not? If so, why? Ask students what the scenario suggests about behaving responsibly.

Remind students that as they become more responsible, they may receive more privileges from their families.

■ Distribute the **My Responsibility Scorecard** worksheet. Tell students to evaluate how well they're handling their responsibilities. Tell students they can add other responsibilities they think are important to the worksheet. Tell students they can keep this worksheet in their health folders after they take it home to discuss with their families.

Evaluation

Assess students' responses in class discussion for their ability to identify their responsibilities.

Assess students' responses on the **My Responsibility Scorecard** worksheet for their ability to evaluate how well they handle their responsibilities.

Home/Family Involvement

Distribute the **Responsibility** letter. Ask students to take the letter home with the **My Responsibility Scorecard** worksheet. Encourage students to discuss their responsibilities with an adult family member. Ask them to return the bottom portion of the letter with the family member's signature.

Follow-Up/Extension

Ask students to imagine they are the parents of a ten-year-old child. What rules would they have in their house for their child?

Suggested Resources

Am I in Trouble? Using Discipline to Teach Young Children Responsibility. R. L. Curwin and A. N. Mendler. This handbook for teachers, parents and other caregivers presents a positive, esteem-building approach to discipline.

Into Adolescence: Living in a Family. J. Post. Santa Cruz, CA: ETR Associates. This curriculum helps students in grades five through eight appreciate the wide range of family experiences and cultural diversity.

TEACHER

Family Rules

My family rules are very strict.

- Strongly agree
- Kind of agree
- Kind of disagree
- Strongly disagree

TEACHER

Adult Family Responsibilities

1. Provide for physical needs of their children.
2. Protect their children.
3. Give their children love and affection.
4. Help their children learn what they need to know to earn a living, take care of themselves and be responsible citizens.
5. Help their children learn to get along with other people.
6. Help their children learn to love themselves.

TEACHER

Ways to Be Responsible

Scenario 1. Follow Family Rules

Dad: Where's Cindy?

Cindy: I'm in the living room watching television.

Dad: Cindy, you're not supposed to watch television until you've finished all your homework.

Cindy: I know, Dad. I did all my homework before dinner.

Scenario 2. Keep Your Word

Uncle Travis: George, did you mail the electric bill today?

George: No, Uncle Travis. I left it in my desk.

Uncle Travis: George, you've promised to mail it for the last three days. Now I'm afraid it's going to get there late.

George: I meant to mail it, Uncle Travis. I just forgot.

Scenario 3. Accept Your Share of Work

Mom: Toni, this summer I'm going to teach you how to use the lawn mower. You'll be responsible for mowing the back lawn each week.

Toni: That's not fair, Mom. Jack used to do the front and back lawn. Now he'll only have to do the front.

Mom: You're old enough to start taking on more responsibility around the house.

Toni: I'll never have any time to play with all this work. I have to clean my half of the bedroom, set the table for dinner and keep the dog's water dish full. Now this on top of it!

Ways to Be Responsible (continued)

Scenario 4. Cooperate with Others

Grandpa: We all have to pitch in. We're having a big party tomorrow night for Grandma's birthday. Lupe, I'm going to put you in charge of dusting.

Lupe: OK, Grandpa. Which rooms need to be dusted?

Grandpa: The living room and the dining room. Could you also dust the dressers in the bedrooms?

Lupe: No problem, Grandpa. If you want, I'll clean the bathroom, too.

Grandpa: Great!

Scenario 5. Express Feelings Appropriately

Yoshio: I was so mad at Michael. He grabbed my backpack and took my baseball cards out and started going through them.

Mom: What did you do?

Yoshio: At first, I wanted to push him down and grab them back. But that didn't seem too smart. So I told him I didn't like him touching my backpack without my permission. I told him if he wanted us to stay friends, he needed to give my backpack and my cards back to me right away.

Name ____

My Responsibility Scorecard

Directions: Rate how well you are doing on each item in the list below. Use the blank lines to add other things you or your family think are important and rate yourself on those, too.

	Hardly ever	Some of the time	Most of the time
1. I follow family rules.			
2. I keep my word.			
3. I accept my share of work around the house.			
4. I cooperate with others.			
5. I express my feelings appropriately.			
6. ______________________			
7. ______________________			
8. ______________________			
9. ______________________			

LETTER

Responsibility

Dear Family:

As part of the *Actions for Health* curriculum, your child's class has been discussing family rules and responsibilities. Students have completed a worksheet, **My Responsibility Scorecard**, to help them evaluate how well they are handling some of their responsibilities.

Of course, family rules and responsibilities are different in each family. You may want to suggest that your child add other responsibilities to the worksheet.

The worksheet provides an opportunity for you to discuss with your child the rules and responsibilities that are most important to you. You and your child can also talk about how well your child is handling her or his responsibilities.

There are no right or wrong answers in such an evaluation. Each person has his or her own point of view. If you disagree with your child's rating, discuss your differing points of view. Ask your child to explain why she or he rated the item that way.

Please take the time to discuss this matter with your child. Then sign the bottom portion of this letter and have your child return that section to school. If you have any questions, please call. Thank you for your help.

Sincerely,

____

- -

My child and I have discussed the **My Responsibility Scorecard**.

____

(signed)

LESSON

15 Family Changes

Objective

Students will be able to describe changes that are common in families.

Time

One class period.

Overview

Many factors may produce stress in a child's home life. One major source of stress is adjusting to changes that occur within the family structure. Changes may be due to divorce, death, birth, moving, etc. This lesson explores some family changes that may produce stress.

To begin the lesson, students brainstorm a list of family changes that they've experienced. They then read and discuss a story about family change. Students work in small groups to read and discuss some case studies that portray other family changes. A class discussion of the case studies follows.

Note: Be prepared to protect students' right to privacy during this lesson on family life and to refer students to the appropriate professionals for help. Discourage personal sharing during class, but be available to talk to students privately.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:
✓ *What About Me?* student booklet, one for each student.

COPY:
✓ **Stress Busters in Action** worksheet, one for each student.
✓ **Changing Families** letter, one for each student.

REVIEW:
✓ **Family Stresses** ***Teacher Background Information.***

Procedure

■ Ask students to brainstorm some changes that have occurred in their families in the years since they first started school. Write their responses on the board. Discuss the responses, asking students to identify different kinds of changes, including:

- Changes that had a positive effect on them (a family member got a new job or recovered from an illness).
- Changes that had a negative effect on them (the death of a family member, moving to a new city).
- Changes that had both positive and negative effects (birth of a new child might bring both joy and jealousy).
- Changes that seemed small (consequences didn't last very long).
- Changes that seemed big (consequences lasted a long time).

Point out to students that every change—big or small, positive or negative—produces its own kind of stress.

■ Distribute the *What About Me?* student booklet. Depending on the ability of your class, have students read the story individually or as a class. Then discuss the story.

Have students identify the stressful event in this story (Matt's mother's plan to marry Robert). Point out that this change seems to have both positive and negative effects. Ask students to identify some of these effects.

■ Distribute the **Stress Busters in Action** worksheet. Divide students into small groups, and have them work together to identify the stressful event in each case study.

When groups have finished, discuss each case and the stress related to the change. Use the **Family Stresses** ***Teacher Background Information*** as a guide for this discussion. Explore with students the potential positive as well as negative effects of each change.

Evaluation

Assess students' responses in class discussion for their ability to identify family changes.

Home/Family Involvement

Distribute the **Changing Families** letter. Tell students to take the letter home with the *What About Me?* student booklet to share with their families. Ask students to talk with family members about the ways their families have changed.

Note: You may want to use a checkout system for the booklets to be sure all booklets are returned.

TEACHER

Family Stresses

Teacher Background Information

When a new child is added to the family:

The new addition may be due to the birth or adoption of another child. Issues for children may include:

- Concern that they will not get as much attention and love from their parent(s) as they did before.
- Concern about infringement on their time and space.

When a new adult is added to the family:

The new adult may be an extended family member, a stepparent or an adult friend of a parent. Issues for children may include:

- The authority of the new adult. Do I have to listen to and obey this new person?
- Concerns about whether this person will compete for the parent(s) attention and love.
- Concern about infringement on their time and space.

When separation from a family member occurs due to death or a move:

Issues for children may include:

- How can I get along without this person?
- Who will do the things this person did for me?

When a family moves:

Issues for children may include:

- How can I get along without my friends?
- Will I be able to make friends in this new place?
- Why are my parents making me endure this change?

TEACHER

When a family changes due to divorce:

Divorce can cause children much confusion and anger. Issues for children may include:

- Can I do something to get my family back together?
- Should I side with one parent and blame the other?
- Whom should I live with?
- What's wrong with me? Is it my fault that my parents can't get along?

When two families join to become a blended family:

Some special issues for children in blended families include:

- Concerns about how much authority the stepparent has. Will the stepparent try to act like my natural parent? Do I have to listen to her or him?
- Problems relating to stepbrothers and stepsisters. Do I have to like these children? How am I supposed to treat them?
- Concerns about whether stepbrothers and stepsisters will compete for the natural parent's love and attention.

Name ______________________________

Stress Busters in Action

Directions: With your group, read each case study. Then decide what the stressful event is.

Case Study 1: Elroy's grandpa lost his job and moved in with Elroy's family. Since their apartment was small, Elroy's mom decided that grandpa should sleep in Elroy's room and Elroy should sleep on the living room couch.

What's the change? ______________________________

Do you think this change will be stressful to Elroy? Why? ______________

____

Case Study 2: Yael's mom was offered a promotion if she would move to a different state. Her parents decided that her mom should take the job and that the family would move. Yael's mom has already moved. Her dad is staying in their old town until he sells the house. Yael and her sister are living with their dad until they move.

What's the change? ______________________________

Do you think this change will be stressful to Yael? Why? ______________

____

Case Study 3: Hank's mom was killed in a car accident when he was only two years old. He lived with his dad and his grandma until his dad remarried last year. Now he has a stepmom and two younger stepsisters.

What's the change? ______________________________

____

Name ____________________

Stress Busters in Action (continued)

Do you think this change will be stressful to Hank? Why? ____________

____

Case Study 4: Carmen has two older brothers in high school. This spring her mom had a baby—a little girl called Lucia. Her mother and father have told Carmen that in November they'll be moving Lucia's crib into Carmen's bedroom.

What's the change? ____________________

Do you think this change will be stressful to Carmen? Why? ____________

____

Case Study 5: As far back as she can remember, Lin's family has always spent the holidays with her only grandparent—Grammy. This summer Grammy became very sick and died.

What's the change? ____________________

Do you think this change will be stressful to Lin? Why? ____________

____

Case Study 6: Doug's parents got a divorce this year. Doug lives with his dad most of the time. When he visits his mom, he feels sorry for her. But he also feels uncomfortable because she asks him lots of questions about his dad. Doug told his dad that he really doesn't want to visit his mother. But his dad said Doug's mom has visiting privileges twice a month.

What's the change? ____________________

Do you think this change will be stressful to Doug? Why? ____________

____

LETTER

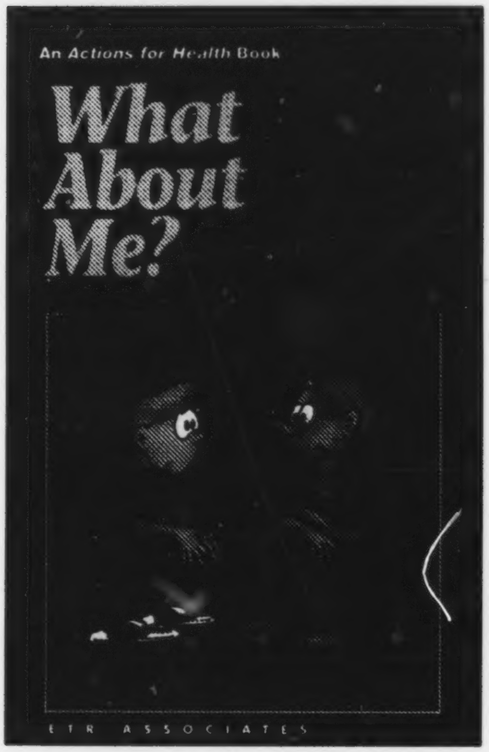
Changing Families

Dear Family:

As part of the *Actions for Health* curriculum, our class is studying family life. We have discussed family rules and responsibilities. We are also discussing family changes and some of the effects of these changes.

Many changes are stressful, even when the changes are positive ones, such as a parent getting a new job or the family moving to a new house. Your support can help your child cope with change, both the positive and negative effects.

Keep the lines of communication open. Listen to your child when she or he wants to talk about things. Some families like to have family councils where the entire family gets together to talk about problems and solutions.



You child has a booklet, *What About Me?*, that deals with family change. We read this booklet in class today. I encourage you to read the story again with your child. You may want to talk with your child about any changes that have occurred in your family.

I hope you enjoy sharing this booklet with your child. If you have any questions, please contact me.

Sincerely,

____

BEST COPY AVAILABLE

LESSON

16 When Home Life Is Stressful

Objective

Students will be able to explain ways to handle family stress.

Time

One class period.

Overview

This lesson continues the theme of family life. It examines the family environment as another possible source of stress. Possible stressors in the family environment include discord, high pressure to achieve, violence and substance abuse.

The lesson begins with a review of family changes that can cause stress. Students discuss the family environment and its effects on stress. They then use decision-making steps to examine a fictional character's proposed response to stress. To conclude the lesson, students write a letter to the fictional character, proposing alternative solutions.

Note: In discussions about sensitive topics such as family environment, be sure to discourage personal sharing. Suggest that students use statements such as "Someone I know...." If students do begin to disclose personal information, ask them to talk to you privately. See "Responding to Student Questions and Concerns" in How to Use This Curriculum.

Integration

Language arts, science, social studies.

Teacher Materials and Preparation

HAVE:
- ✓ Anonymous Question Box, introduced in Lesson 9.
- ✓ Transparency or poster of **Decision Steps**.

MAKE:
- ✓ Transparency or poster of **Decision Steps.**

REVIEW:
- ✓ **Sara's Story,** to read to students.
- ✓ **Stress Management Activities,** from Lesson 3.

Procedure

■ Review some of the family changes discussed in Lesson 15 (moving, divorce, remarriage, death). Ask students if their discussions with their families brought up any other changes. How were these changes handled in their families?

■ Tell students that in addition to family changes, the home environment may also be a source of stress. Ask students to define the term *environment* (the conditions or influences that affect growth).

Explain that environment doesn't refer just to the physical things around us, but also to feelings and attitudes. Ask students to describe the things, besides the place they live and the things in it, that make up their home environment. Help students develop responses such as the following:

- how family members talk to and treat each other
- what family members expect of one another
- personal habits of family members
- family rules

Tell students that even when there are no changes going on, different things can make a family environment stressful. Tell students that one of the things that can be stressful for everyone in the family is abuse. Ask students to define abuse. Explain that to abuse people means to treat them in ways that harm them. Add that abuse may involve:

- alcohol or other drug use
- physical abuse (hitting)
- verbal abuse (insults, name calling, swearing, telling lies)

■ Tell students that now they are going to look at some ways to deal with family stress. Read **Sara's Story** to the class.

Show students the transparency or poster of **Decision Steps.** Use the steps to outline Sara's problem and the solution she's thinking of.

Discuss with students the likely consequences of Sara's plan. Ask them to generate other solutions and discuss their consequences. You may wish to remind students of the stress-management concepts discussed in Lesson 3 (exercise, relaxation, music, positive self-talk).

Emphasize the importance of communication. Remind students that talking about their feelings helped Matt and his mother get along in the story *What About Me?* in Lesson 15.

Help students understand that it may be difficult to eliminate stress at home. Encourage students to focus on ways to manage home stress so it doesn't take over their lives.

■ Remind students of the Anonymous Question Box. Emphasize that they can continue to use the box to ask questions they don't want to ask in class. Explain that you will answer in class the questions that are appropriate for class discussion. Tell students that if they want a private written answer, they can sign their names to their questions.

Evaluation

Have students write a personal letter to Sara. Tell them the letter should include ideas for at least two alternatives to running away. Ask them to explain why these solutions are more appropriate. Assess students' letters for their ability to explain ways to handle family stress.

TEACHER

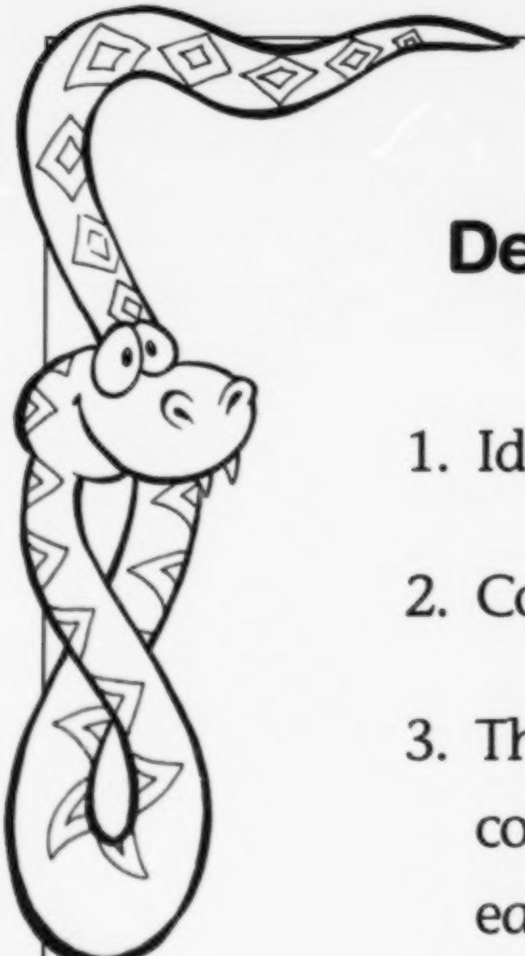
Sara's Story

Sara's parents were recently divorced. They are very angry at each other, and Sara feels torn between them.

Since her parents separated, Sara has felt tired, and she has lots of headaches. She often feels depressed. It seems as if nothing really matters. And she feels nervous every time the phone rings. It might be her father, and she's afraid her mom will start yelling.

Sara also feels nervous whenever she is supposed to spend the weekend with her dad. When she's with her dad, he asks a lot of questions about her mother. Then when she gets home, her mother asks lots of questions about her father.

Sara is very unhappy. She thinks maybe the best solution is to run away from home. She is ready to do anything to escape.



Decision Steps

1. Identify the decision.
2. Consider the choices.
3. Think about the consequences of each choice.
4. Make the decision.
5. Evaluate the decision.

UNIT IV

Saying No to Tobacco, Alcohol and Other Drugs

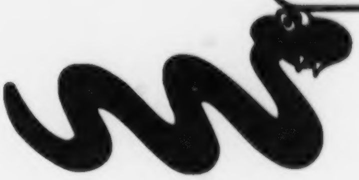
TOXIN
100S
CIGARETTES
TOXIN
100
CIGARETTE
WARNING:

BEST COPY AVAILABLE

LESSON

17

Looking at Drugs



Objective

Students will be able to differentiate between the immediate and long-term effects of alcohol, tobacco, marijuana and inhalants.

Time

One class period.

Overview

The first lesson of **Unit IV: Saying No to Tobacco, Alcohol and Other Drugs** deals with the effects of drug use. Students brainstorm some beverages that contain alcohol. A transparency illustrates that typical serving sizes of different common alcoholic drinks contain the same amount of alcohol. The class then completes a chart on the immediate and long-term effects of alcohol use.

Another transparency illustrates some other drugs students should avoid using. Students work in small groups to complete a chart that shows the immediate and long-term effects of these drugs. They then write an essay or draw a picture to illustrate the immediate and long-term effects of one of the drugs discussed in this lesson.

Integration

Art, language arts, math.

Teacher Materials and Preparation

HAVE:

✓ Construction paper or posterboard, one piece for each small group.
✓ Scissors and glue for students.
✓ Writing or drawing paper, one piece for each student.
✓ Art supplies (crayons or markers) for students.

COPY:

✓ **Effects of Alcohol** worksheet, one for each student.
✓ **Drug Effects** worksheet, one for each student.

MAKE:

✓ Transparency or poster of **Alcohol Is Alcohol.**
✓ Transparency of **Alcohol—Now and Later,** or copy the chart onto the board.
✓ Transparency or poster of **Drugs to Avoid.**

REVIEW:

✓ **Alcohol—Now and Later** ***Example.***
✓ **Drug Problems** ***Teacher Background Information.***

Procedure

- Have students brainstorm some alcoholic beverages (beer, wine, wine cooler, whiskey, vodka). Ask students if they have any idea how much alcohol some of these beverages contain.

Show students the transparency or poster of **Alcohol Is Alcohol**. Point out that a typical serving of beer, wine, wine cooler or liquor all contain the same amount of alcohol.

- Tell students that alcohol is a drug that affects many parts of the body. Distribute the **Effects of Alcohol** worksheet and read it with the class. Tell students this sheet lists some of the effects of alcohol. Point out that alcohol has both immediate and long-term effects.

- Show students the **Alcohol—Now and Later** transparency or chart. Ask students which of the statements on the **Effects of Alcohol** worksheet indicate immediate effects. Fill these in on the chart. Do the same with long-term effects. (See the **Alcohol—Now and Later *Example***.) Note that some effects may not be clearly either immediate or long-term. These can be listed in both places.

When the chart is complete, review a few key points about alcohol use, using the **Drug Problems *Teacher Background Information*** as a guide.

- Divide the class into small groups. Tell students they will work with their groups to analyze three other types of drugs—tobacco, inhalants and marijuana.

Show students the **Drugs to Avoid** transparency or poster. Point out the different forms of tobacco—cigarettes, chewing tobacco, cigars and pipes. Tell students that the drug in tobacco is nicotine—an extremely poisonous drug.

Point out the picture of inhalants. Explain to students that inhalants are ordinary chemicals that have many uses. However, these chemicals give off gases or vapors. Some people inhale the vapors from these chemicals to get "high."

Point out the picture of the marijuana cigarette. Tell students that marijuana is illegal in the United States.

■ Distribute the **Drug Effects** worksheet. Tell students to use these facts about the effects of the various drugs to create a chart that shows the immediate and long-term effects of the three drugs. Explain that the chart will look like the chart you made for alcohol.

Distribute large pieces of construction paper or posterboard, scissors and glue. Tell groups to work together to decide whether the effects are immediate or long term. Then they can either cut apart the facts and glue them onto their charts or copy the information onto their charts. Tell students they can list any of the effects that might be both immediate and long term in both places.

When groups have completed the charts, lead a class discussion of the effects of drug use. Review key information on each drug, using the **Drug Problems *Teacher Background Information*** as a guide. Stress that all drug use affects the body.

■ Distribute writing paper or drawing paper and art supplies. Tell students to select one of the drugs discussed in this lesson. Tell them to write an essay about the effects of using the drug or draw a picture that illustrates the effects. Explain that the essay or the illustration should identify both the immediate and long-term effects of using the drug.

Evaluation

Assess students' work in small groups and on essays or drawings to evaluate their ability to differentiate between the immediate and long-term effects of drug use.

Suggested Resources

Into Adolescence: Avoiding Drugs. D. W. Evans and S. C. Giarratano. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight helps arm students with decision-making and refusal skills to resist the drugs most abused by adolescents.

Drug Problems

Teacher Background Information

Alcohol

Alcohol is a major drug problem among young people. It is more poisonous for young people than adults because young people have smaller bodies.

It takes the body a long time to get rid of alcohol. Alcohol is absorbed into the bloodstream by the stomach and small intestine. Later the liver absorbs the alcohol slowly and removes it from the body.

Alcohol is a serious problem for adults. Half of all vehicle crashes are caused by drunk drivers. In the United States, drunk drivers kill seventy people every day (one person every 23 minutes). Drunk drivers injure more than two thousand people a day.

In the United States, alcohol use is illegal for anyone under 21 years old. Youth under 21 can be arrested for drinking alcohol, buying alcohol or just having alcohol in their possession—for example, having a can of beer in your backpack.

Alcohol is addictive. People who become dependent on alcohol may find it difficult, if not impossible, to stop drinking.

Tobacco

Tobacco use causes more deaths in the United States than any other drug. Nicotine, the drug in tobacco, is highly addictive. It is also one of the most poisonous chemicals known to science. Tobacco contains more than four thousand other chemicals, some of which are highly toxic.

Smokers also inhale tar, which is known to cause cancer, and carbon monoxide. Cigarettes, pipes, cigars and chewing tobacco are all very dangerous to health.

Smoking is illegal for young people. Youth can be arrested for using or buying tobacco. Tobacco use doesn't make anyone an adult. In fact, three out of every four adults who smoke want to stop.

Marijuana

Other names for marijuana are hashish, pot, grass, weed, joint, reefer, hash. Marijuana is especially dangerous for preteens and teens because it can affect the body as it grows and develops into adulthood. Marijuana contains even more cancer-causing ingredients than tobacco.

Marijuana doesn't solve anyone's problems. It may help some people forget their problems temporarily, but the problems are still there. Marijuana is illegal in the United States. Neither children nor adults are allowed to purchase, possess or smoke it.

Inhalants

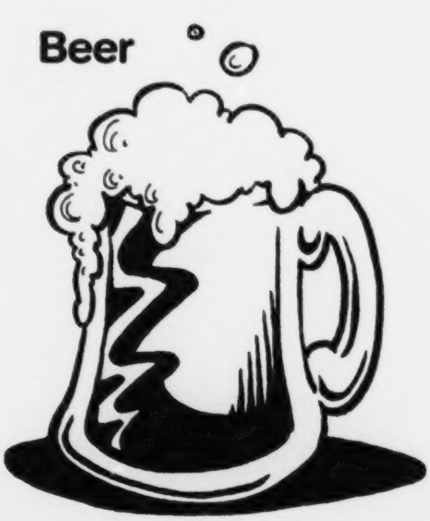
Inhalants include chemicals and volatile substances such as gasoline, cleaning fluid, glue, nail polish remover, paint thinner, and aerosols such as hair spray. People breathe in the vapors from inhalants to get "high."

Inhalants are very dangerous. They can cause permanent damage to the body. They can even cause death.

TEACHER

Alcohol Is Alcohol

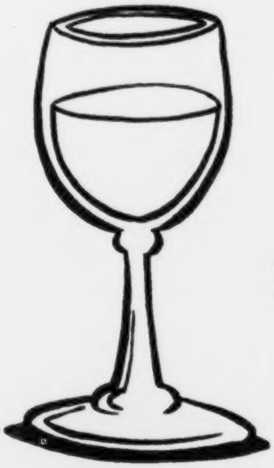
Beer



12 oz.

=

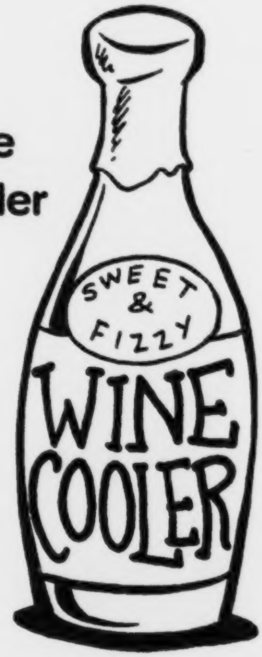
Wine



4–5 oz.

=

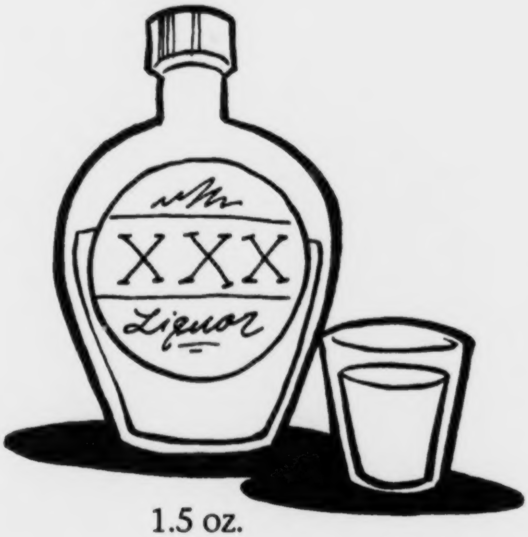
Wine Cooler


SWEET & FIZZY
WINE COOLER

10 oz.

=

Liquor



1.5 oz.

Name ______________________________

Effects of Alcohol

Alcohol affects people in many ways. Not everyone who drinks alcohol will experience all the effects listed below. But most people will experience some of them.

- bloodshot eyes
- slurred speech
- less coordination
- less sense of right and wrong
- nausea
- damage to heart, liver, kidney
- difficulty driving a car
- problems with school, sports and friendships
- family problems
- addiction

Name ______________________________

Alcohol—Now and Later

Alcohol Effects

Immediate	Long-term

TEACHER

Alcohol—Now and Later

Example

Alcohol Effects

Immediate	Long-term
bloodshot eyes	*addiction*
slurred speech	*damage to heart, liver, kidney*
less coordination	*problems with school, sports and*
less sense of right and wrong	*friendships*
nausea	*family problems*
difficulty driving a car	

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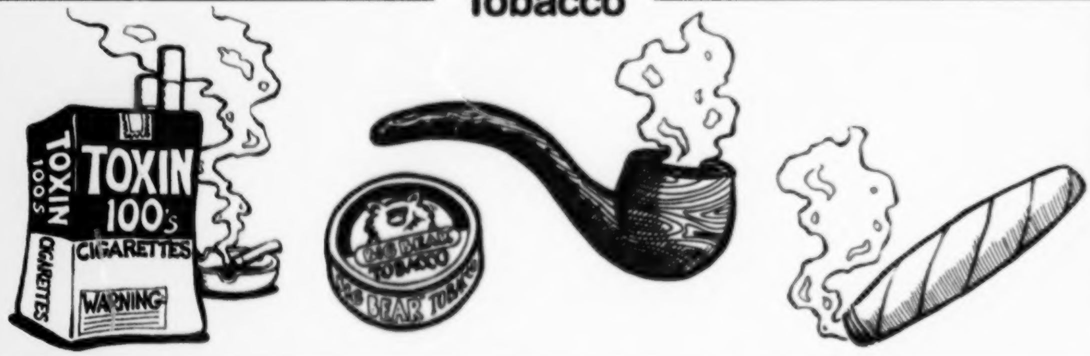
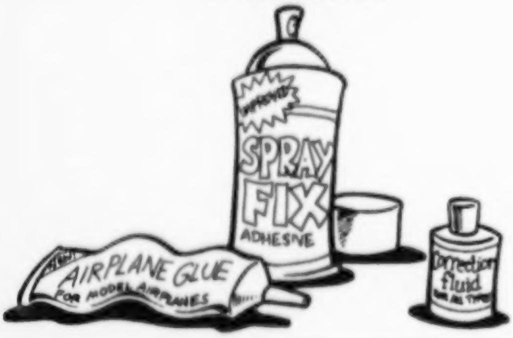
TEACHER

Drugs to Avoid

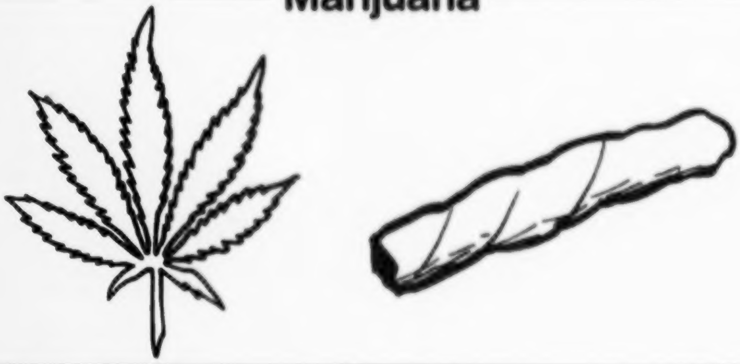
Tobacco


TOXIN
100's
TOXIN
100's
CIGARETTES
CIGARETTES
WARNING
TOBACCO
BEAR TOBACCO

Inhalants


SPRAY
FIX
ADHESIVE
AIRPLANE GLUE
FOR MODEL AIRPLANES
correction
fluid

Marijuana



Name ______________________________

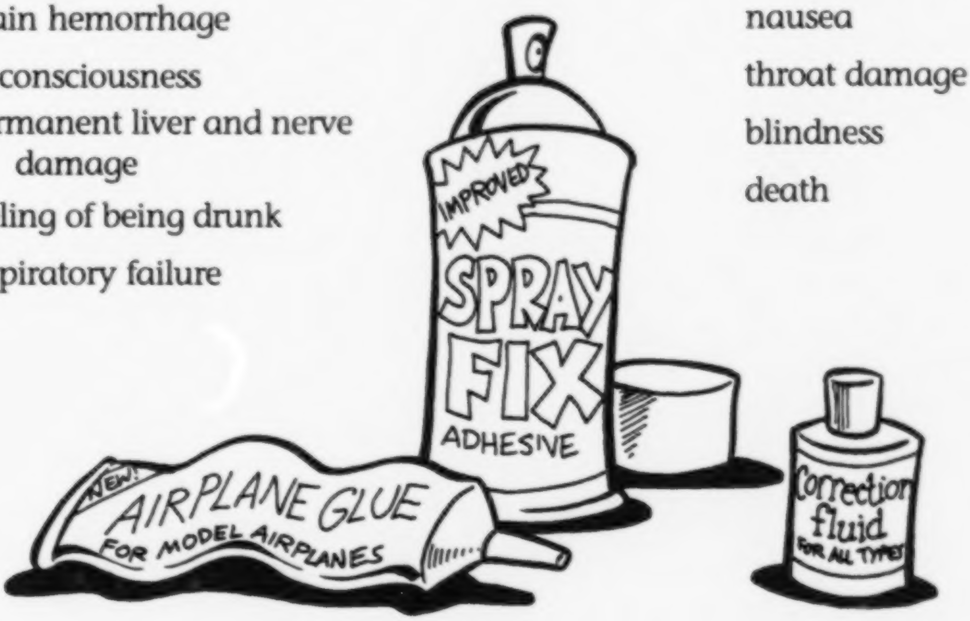
Drug Effects

Directions: Discuss the effects of the following drugs with your group. Decide whether each effect is immediate or long-term. Work with your group to make a chart that shows the immediate and long-term effects of the three groups.

Drugs affect people in many ways. Not veryone who uses drugs will experience all the effects listed below. But most people will experience some of them.

Inhalants

poor judgment
brain hemorrhage
unconsciousness
permanent liver and nerve damage
feeling of being drunk
respiratory failure
slurred speech
nausea
throat damage
blindness
death


IMPROVED
SPRAY FIX
ADHESIVE
NEW!
AIRPLANE GLUE
FOR MODEL AIRPLANES
Correction fluid
FOR ALL TYPES

Name ____

Drug Effects (continued)

Tobacco

stains on teeth and fingers

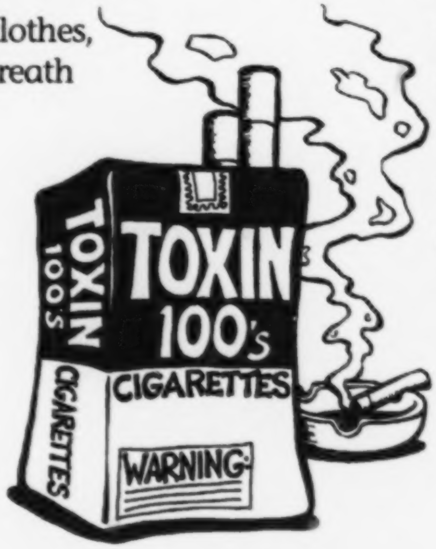
bad-smelling clothes,
hair and breath

lung cancer

heart disease

mouth cancer

emphysema



problems with sports

stomach ulcers

serious dental disease and tooth
loss (chewing tobacco)

addiction

death

Marijuana

fear

inflammation of the lungs

respiratory problems

slower thinking

bloodshot eyes

damage to heart, immune system,
reproductive system

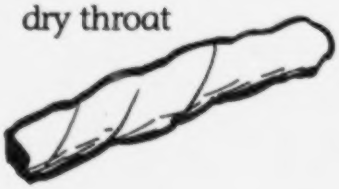
coordination problems

interference with memory

sluggishness and dullness

addiction

dry throat



LESSON

18

Tobacco Advertising— A Little History

Objective

Students will be able to analyze tobacco advertisements.

Time

Two class periods.

Overview

This lesson focuses on tobacco. It begins with a timeline activity that helps students understand some of the factors that have influenced attitudes about tobacco use over the years. Students also look at some advertising techniques commonly used in tobacco ads.

Students see transparencies of two tobacco ads that depict the dangers of tobacco use. They then work in small groups to create their own ads that tell the truth about tobacco.

Integration

History, science.

Teacher Materials and Preparation

HAVE:
✓ Cigarette advertisements clipped from magazines (optional).
✓ Colored markers, a set of four different colors for each student.
✓ Construction paper or posterboard, one piece for each small group.
✓ Art supplies (crayons or markers) for students.

COPY:
✓ **Tobacco Timeline** worksheet, one for each student.

MAKE:
✓ Transparency or poster of **Buy My Brand**.
✓ Transparencies or posters of **The Truth About Tobacco**.

REVIEW:
✓ **News of the Future.**
✓ **Tobacco History Timeline.**

Procedure

■ Tell students you have a "news item of the future" to share with them. Ask students to put both of their hands flat on their desks. When they think they know what American custom the article is talking about, they should fold their hands.

Read the **News of the Future** article. Ask students to identify the custom described in the news article. Ask students why people from another planet might think smoking on Earth an odd custom (hazardous to health, addictive).

Explain to students that attitudes toward smoking have changed over the years. Three factors have played a big role in changing attitudes: technology, advertising and science.

■ Distribute the **Tobacco Timeline** worksheet and colored markers. Review the concept of a timeline with students. Be sure each student has four different colored markers. Tell students you will be giving them some dates and events relating to tobacco use to mark on the timeline. Ask them to use one color for events that relate to science, a different color for events that relate to technology, another color for advertising, and the last color for history. If necessary, explain that technology refers to the way things are made or done.

Tell students to use the markers to put a small circle or vertical line on the timeline at the year of any event they mark. Then they should write a few words next to the mark to describe what happened during that year.

For practice, have students mark the year of their birth on the timeline and write a few words to explain that date, e.g., I was born. Tell them to use the history marker color for this date. If students know the years of their parents' birth, have them mark that information on their timeline, too, using the same colored marker.

Read students the dates and descriptions of events from the **Tobacco History Timeline** teacher page. As you read each event, ask a student to identify which category the statement is in—science, technology, advertising or history. Have the class summarize the statement in a short phrase, and tell students to place the event on their timelines.

When timelines are finished, review them with students. Ask students to name some of the changes in technology that worked to increase the number of people who smoked earlier in this century (invention of the cigarette-rolling machine and the matchbook). Tell students to add the timeline to their health folders.

■ Ask students what other inventions may have affected cigarette sales. Possible responses include:

- faster machines to make cigarettes
- disposable cigarette lighters
- automobiles and trucks making it faster to ship cigarettes all over the country
- cigarette machines to sell cigarettes

Ask students what cigarette advertising was like earlier in this century (positive, claimed cigarettes were a "miracle drug"). What changed a lot of people's attitudes about smoking? (scientific studies linking smoking with diseases such as lung cancer)

Tell students that fifty years ago people smoked almost anywhere they wanted. Now that custom has changed. Ask students for some examples of how it's changed. Answers may include:

- no-smoking offices
- no-smoking sections in restaurants and other public buildings
- virtually no smoking allowed on airplane flights within the United States
- "thank you for not smoking" signs

■ Show students the **Buy My Brand** transparency or poster. Remind students of the advertising techniques they studied in Lesson 10, when they talked about quackery. Tell students that this list shows some more advertising techniques. These techniques are often used to advertise cigarettes.

Discuss each of the techniques. Explain that the bandwagon technique is used to suggest that everyone's using the product. Advertisers hope that you will want to do what they say everyone else is doing.

Another technique advertisers use is to suggest that if you use the product you will have more fun. Some advertisements suggest that if you use the product you will have more sex appeal and will be more attractive.

Remind students that the purpose of advertising is to sell products. Ask students where they think they could get accurate information about products they see advertised (adult family members, teachers, doctors, research).

■ *Optional:* Show students some magazine ads for cigarettes. Ask them if these ads tell the truth about smoking. Point out the warning label. Explain that the government requires the cigarette makers to put this label on their advertising and packages.

Acknowledge that this label tells part of the truth about smoking. Discuss how the rest of the ad counteracts the truth in the warning label.

■ Ask students to think about what an ad that told the truth about tobacco would look like. Show students **The Truth About Tobacco** transparencies or posters. Discuss the messages in these advertisements.

■ Divide the class into small groups. Distribute construction paper or posterboard and art supplies. Tell students to work with their groups to design an advertisement that tells the truth about tobacco use. Suggest that students use the advertising techniques on the **Buy My Brand** transparency or poster for their ads.

When groups have finished their work, have them share their advertisements with the class. Emphasize that tobacco use is harmful to health.

Evaluation

Assess students' responses in class discussion and their work on the truthful tobacco advertisements for their ability to analyze tobacco advertisements.

Follow-Up/Extension

Post students' truthful advertisements in the classroom or around the school.

Smoking cigarettes is not only unhealthy; it is also expensive. Have students calculate the amount of money that a person who smokes one package of cigarettes a day (at approximately $2 a package) would spend in a year ($730).

Suggested Resources

Into Adolescence: Living Without Tobacco. J. K. Scheer. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight sends a clear "no use" message, encouraging students to avoid the physical damage caused by tobacco.

Tobacco Talk: Educating Young Children About Tobacco. C. D'Onofrio. Santa Cruz, CA: ETR Associates. This helpful handbook offers parents and educators accurate, age-appropriate ways to explain complex tobacco issues.

TEACHER

News of the Future

Amazing Americans Smoke Weeds

Findings from an archeological dig on planet Earth reveal some amazing information about the culture known as America. Apparently, it was the custom of these people to set fire to small tubes of paper stuffed with chopped dried weeds and to inhale the smoke into their lungs. Americans partook of this behavior from the time of the founding of America until the civilization ended. For years, people thought inhaling smoke would improve their health. Later in time, it was discovered that this behavior contributed to many diseases.

TEACHER

Tobacco History Timeline

600 to
900 AD—Stone carvings depict Mayan priests (in Mexico) blowing smoke through long tubes.

Native Americans in both North and South America regarded tobacco as a sacred herb. It was used in special ceremonies, as a sacred offering and for healing. (History)

1492—Europeans discover smoking in the Americas.

Tobacco originated in the Americas. Nobody really knows when. But when Columbus came here in 1492, two of his crew members noticed Cuban natives smoking. Soon after, tobacco was taken to Europe. (History)

1558—Jean Nicot studies the healing power of tobacco and sends it to France as a cure for cancer. (Science)

Hundreds of years later, chemists named one of the most deadly substances in tobacco after this man—nicotine.

1612—Tobacco is first grown as a commercial crop in Jamestown.

Because tobacco was a hard crop to grow, the first slaves were brought to America to work the tobacco fields. (History)

1843—The French coin the name cigarette and start manufacturing cigarettes. (Technology)

1881—Invention of a cigarette-rolling machine that could roll 120,000 cigarettes a day. (Technology)

1892—Invention of the matchbook. (Technology)

The invention of the matchbook helped make smoking more of an unconscious activity. As it became easier to light a cigarette, people were encouraged to smoke automatically rather than deliberately.

1892—Change from ten cigarettes in a pack to twenty. (Technology)

1913—Camel cigarettes are introduced with their famous "Old Joe" figure. (Advertising)

1919—One of the first ads showing a woman smoking appears. (Advertising)

Up until this time, society had frowned on women smoking. An ad like this reflected a change in attitude.

1923—Lung cancer is recognized as a disease by medical authorities. (Science)

1927—An English physician reports in *Lancet* (a British medical journal) that almost every case of lung cancer that he's seen or heard of has been found in a person who smokes. (Science)

1934—Baseball star Lou Gehrig is featured in a cigarette ad, where he says, "For a sense of deep-down contentment, just give me a Camel after a good man-sized meal." (Advertising)

1936—An ad for Camels says, "More doctors smoke Camels than any other cigarette." (Advertising)

Cigarettes are advertised as a health-enhancing, miracle drug. Some of the claims include:

- relieve fatigue, aid indigestion and never irritate the throat
- protect against the common cold
- help athletes keep in good shape

1938—A biology professor notices that smoking affects the lifespan: 68 percent of nonsmokers lived beyond age 60, and only 46 percent of heavy smokers made it to age 60. (Science)

1955—The Federal Trade Commission bans health claims for cigarettes. (History)

1964—The Surgeon General's Report states: "Cigarette smoking is causally related to lung cancer in men; the magnitude of the effect of cigarette smoking far outweighs the data on other factors. The data for women, though less extensive, points in the same direction." (Science and History)

1965—Cigarette sales in America are highest in U.S. history. About 562 billion cigarettes (2,896 per person) are sold in 1965. (History)

Athletes and former athletes are forbidden to endorse cigarettes. (Advertising)

1966—Cigarette packages start carrying the label "Cigarette smoking may be hazardous to your health." (History)

1968—First antismoking campaigns appear on television. (Advertising)

1971—Cigarette advertising is banned from radio and television. (Advertising)

Cigarette advertising has been more restricted over the last fifteen to twenty years. The government has begun to impose restrictions as the link between smoking and cancer has been better established.

1973—Airlines are required to separate smokers and nonsmokers. (History)

1985—Surgeon General C. Everett Koop reports that nonsmokers face serious health risks in being exposed to secondhand smoke. (Science)

1980s—Restaurants, airports and other public places establish smoking and no-smoking areas. Companies decide to make offices nonsmoking. (History)

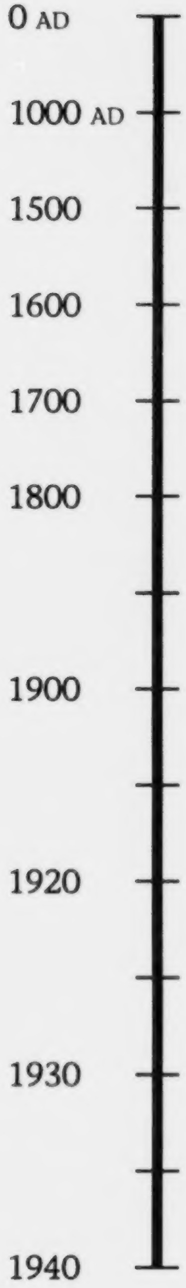
1988—Smoking is banned on all domestic airline flights of two hours or less. (History)

1990—Surgeon General Antonia Novello reports that every year 126,000 American women die from smoking-related diseases. Every year 4,000 babies are born dead because their mothers smoked during pregnancy. (Science)

Smoking is banned on almost all domestic airline flights. (History)

Name ______________________________

Tobacco Timeline


0 AD
1000 AD
1500
1600
1700
1800
1900
1920
1930
1940

Name ____

Tobacco Timeline (continued)

1950

1960

1965

1970

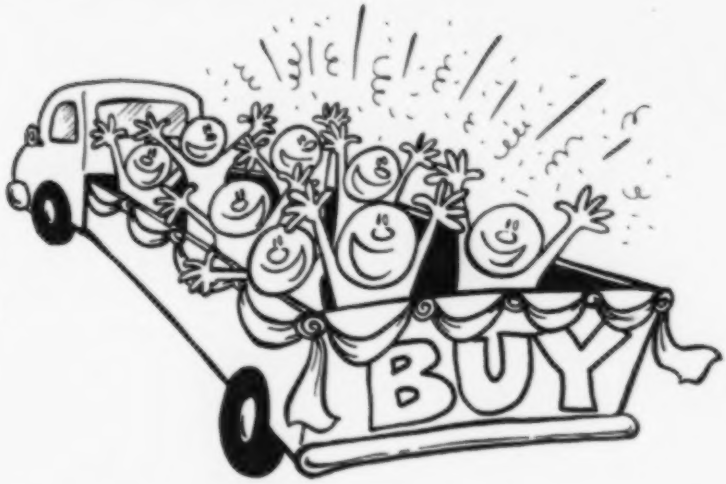
1975

1980

1985

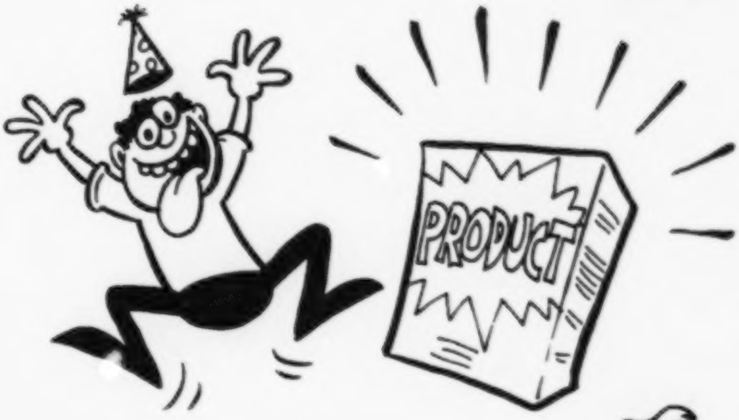
1990

Buy My Brand



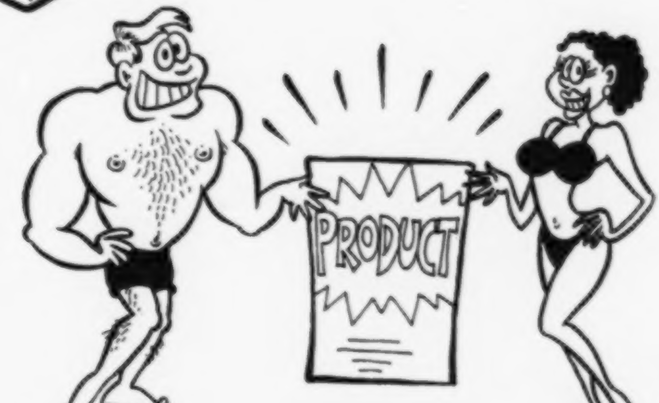
Bandwagon

The advertisers say that everybody's doing it.



Fun

The advertisers say that if you use this product, you will have more fun.



Sex Appeal

The advertisers say that if you use this product, you will be more attractive and more interesting.

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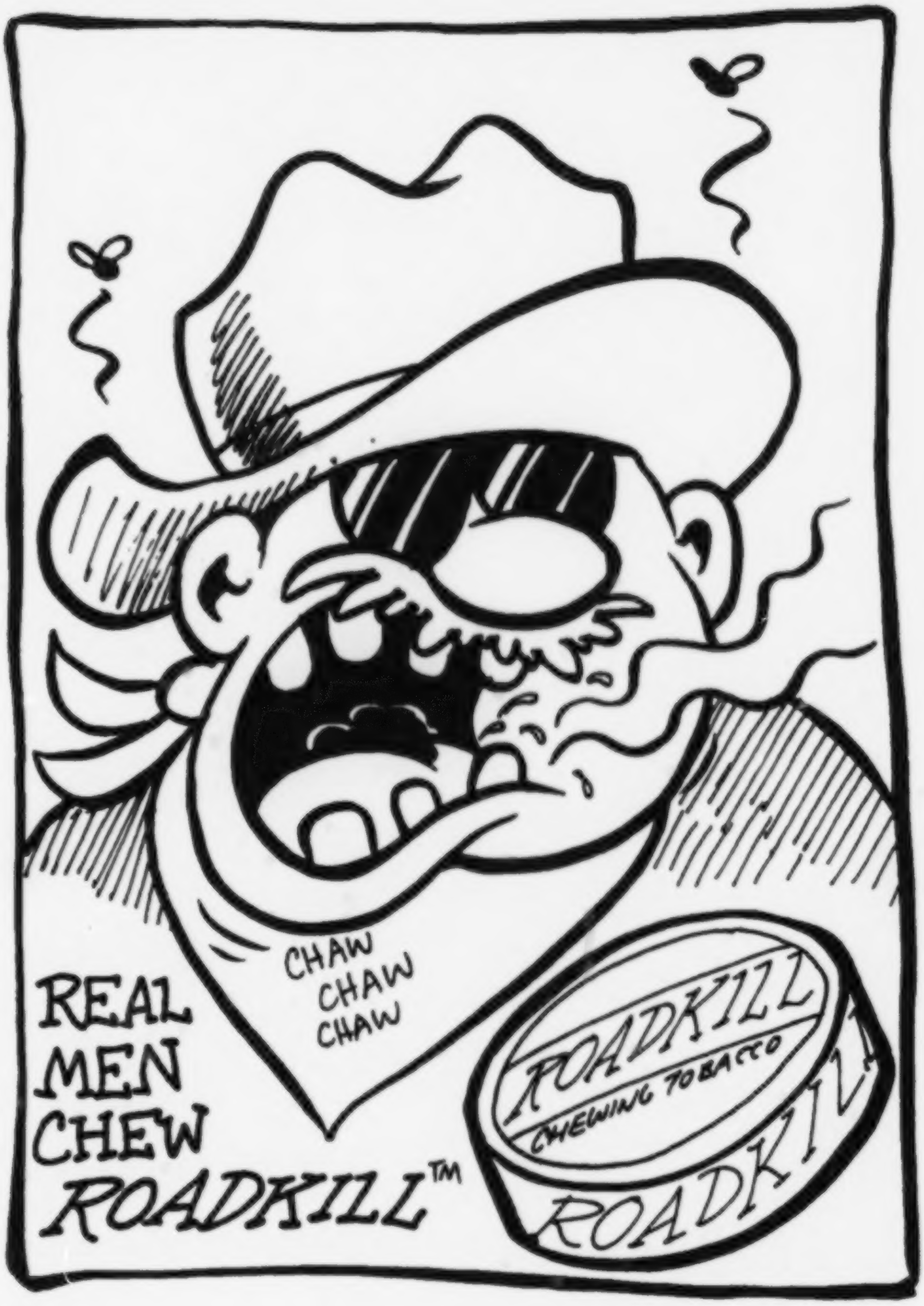
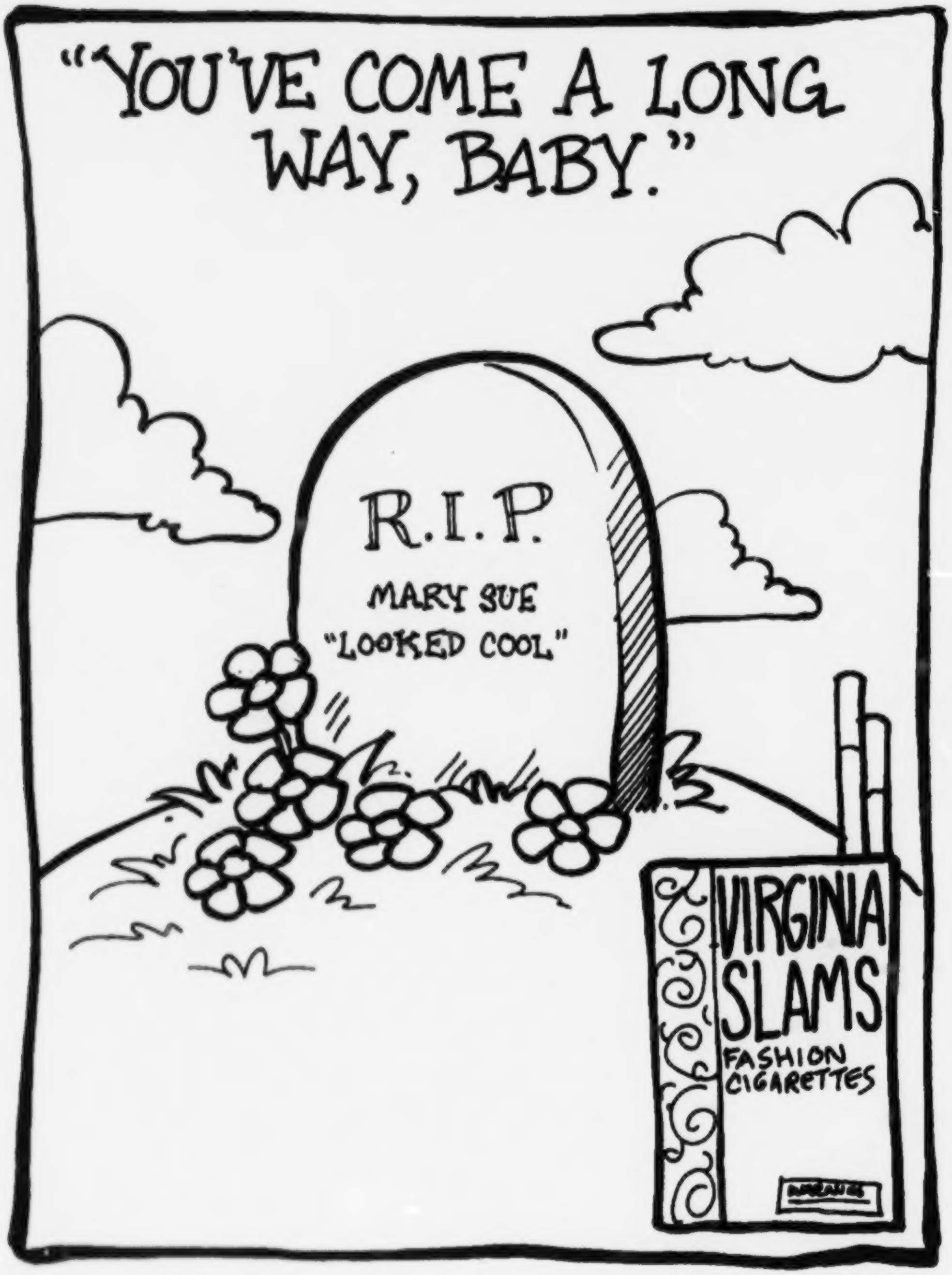
TEACHER

The Truth About Tobacco


CHAW
CHAW
CHAW
REAL
MEN
CHEW
ROADKILL™
ROADKILL
CHEWING TOBACCO
ROADKILL

TEACHER

The Truth About Tobacco


"YOU'VE COME A LONG WAY, BABY."
R.I.P.
MARY SUE
"LOOKED COOL"
VIRGINIA SLAMS
FASHION CIGARETTES

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LESSON

19

Who’s Pushing Drugs? Who’s Not?

Objective

Students will be able to identify influences on decisions about drug use.

Time

One class period.

Overview

This lesson helps students identify some of the influences on their decisions about drug use. The lesson begins with a discussion about why some people use drugs. Students then discuss some external influences on drug use.

Students work in cooperative learning groups to complete a worksheet identifying different influences on drug use. They then work individually on a worksheet about influences on a decision about tobacco.

Integration

Social studies.

Teacher Materials and Preparation

COPY:

- ✓ **Who Influences Me?** worksheet, one for each student.
- ✓ **To Smoke or Not to Smoke: That Is the Question** worksheet, one for each student.

MAKE:

- ✓ Transparency or poster of **Influences on Drug Use**.

REVIEW:

- ✓ **Who Influences Me?** *Key*.

Procedure

■ Tell students that most students their age know that drugs such as alcohol, tobacco, marijuana and inhalants are dangerous. However, experts say that middle school and junior high school are the years when some young people start experimenting with drugs. Ask students why they think people try drugs.

Explain that some people try drugs because they're curious. Some may think taking drugs sounds like an exciting thing to do. Others have misinformation about drugs; they may think drugs will solve their problems. Tell students that these are internal (inside) reasons people have for using drugs.

Add that people can also be influenced to use drugs by forces outside themselves; they have external reasons. Tell students that today they'll be looking at some of these external (outside) forces.

■ Show students the transparency or poster of **Influences on Drug Use**. Tell them these are some of the social, external forces. As you discuss each concept, ask students for examples of each influence.

Explain that media influence includes advertising and promotions—in newspapers and magazines, on television and radio, on billboards. But it also includes what we see in movies and on TV and the music we hear on the radio. Ask students for examples of ways media have influenced them.

Define peer pressure as the influence that friends your own age (your peers) have on your behavior. Ask students for examples of peer pressure. Point out that peer pressure can be positive as well as negative. For example, if none of your friends use tobacco, you probably won't want to use tobacco either.

Explain that family influences are the influences parents, brothers and sisters, grandparents, and other family members have on behavior. Tell students this influence includes both what family members say and what they do. Ask students for examples of family influences.

Add that communities have norms or standards about behavior that is acceptable. These norms include the laws in the community. Ask students to list some of the norms in your community.

■ Divide class into cooperative learning groups. Distribute the **Who Influences Me?** worksheet. Explain that this worksheet lists some situations that illustrate a variety of influences on decisions about drug use.

Tell students to work with their groups to decide which influence is illustrated in each situation—media, peer pressure, family or community norms. Tell students to be prepared to report to the class on the influences they identified.

Note: Cooperative learning groups work best when each group member has a task. Possible tasks include reader, recorder, reporter and timekeeper.

■ When groups have completed the worksheet, lead a discussion of these influences. Have group members from various groups report the influences they identified in each situation.

Discuss with students the reasons behind each of these social influences. Point out that parents probably want to protect you from things that are dangerous. Peers want you to be like them and do what they do. If they do things that are wrong, they may want you to do the same things so they won't feel guilty.

Explain that media advertisers want you to purchase their products. The people who set community norms want you to stay within the boundaries of what most people in the community consider acceptable behavior.

Note that all of these influences can be positive or negative. Help students understand that whatever influences they may have in their lives—internal or external—they can decide not to use drugs. Emphasize that drug use is not a healthy choice.

■ Distribute the **To Smoke or Not to Smoke: That Is the Question** worksheet. Tell students to read the influences, then answer the questions about a decision to smoke. Tell students to keep this worksheet in their health folders.

Evaluation

Assess students' responses in class discussion and on the **To Smoke or Not to Smoke: That Is the Question** worksheet for their ability to identify influences on their decisions.

Follow-Up/Extension

Have students take a reading of community norms for smoking. Ask students to write down the names of five adults they know who live in your town. The adults can be parents, relatives, neighbors or friends.

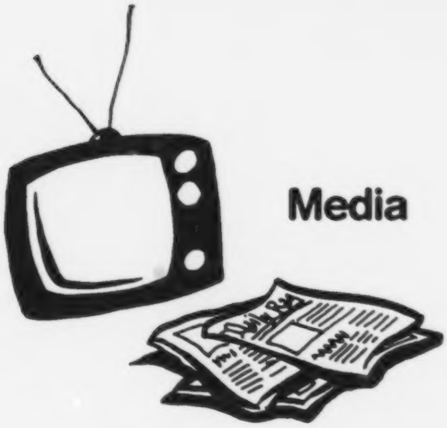
After identifying the adults, ask students to write "yes" next to the names of the adults listed who smoke and to write "no" next to the names of those who don't smoke. Make a class tally. As you review the results, ask students:

- Do more adults you know smoke or not smoke?
- What fraction smoke? What fraction don't smoke?
- Think about the teenagers you know. Are there more smokers or nonsmokers among them?

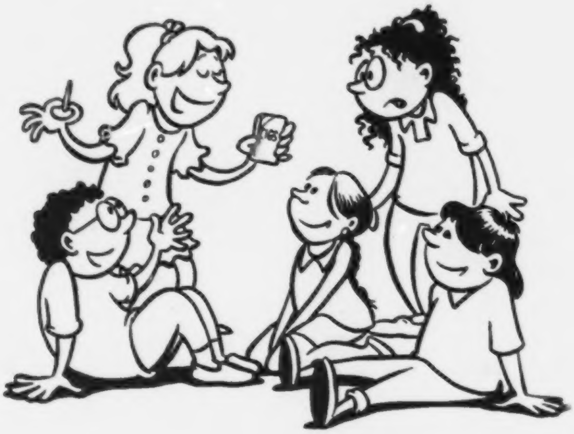
Explain that the number of adults who smoke has been going down in recent years. Ask students to speculate on why this might be.

TEACHER

Influences on Drug Use

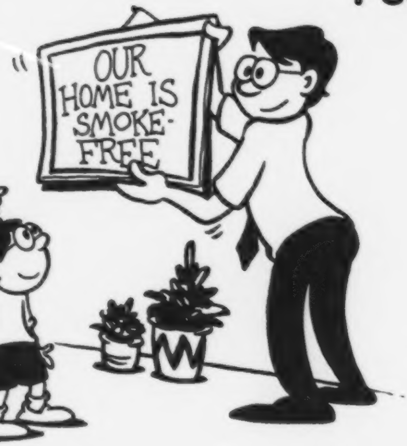


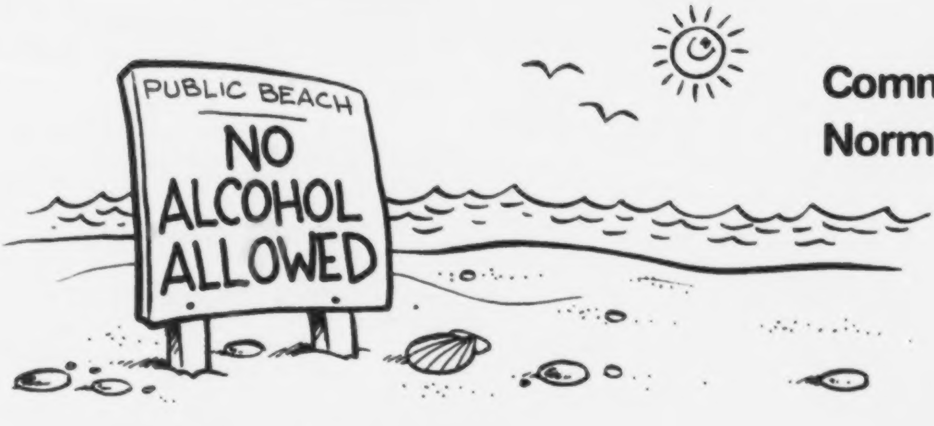
Media



Peer Pressure

Family


OUR HOME IS SMOKE-FREE


PUBLIC BEACH
NO ALCOHOL ALLOWED

Community Norms

BEST COPY AVAILABLE

Name ____

Who Influences Me?

1. All my friends have tried wine coolers. They want me to try one, too.
____
2. My mother and my grandfather smoke, so it must be OK. ____________
3. The people in cigarette ads are always laughing and having a lot of fun.
____
4. No one in my family drinks alcohol. ____________________
5. Everybody in town knows that the police arrest everyone they find smoking marijuana. ____________________
6. The beer commercials on TV show really interesting, exciting people drinking beer. ____________________
7. Some of the kids at my school think it's really cool to sniff glue.
____
8. Our town has a lot of fun things for kids to do. There are special programs that encourage people not to use drugs. ____________________
9. In the movies, people often drink wine when they're out on a date.
____
10. My friends don't like the smell of cigarette smoke. ____________

OUR HOME IS SMOKE FREE

PUBLIC BEACH
NO ALCOHOL ALLOWED

TEACHER

Who Influences Me?

Key

1. All my friends have tried wine coolers. They want me to try one, too. *peer pressure*
2. My mother and my grandfather smoke, so it must be OK. *family*
3. The people in cigarette ads are always laughing and having a lot of fun. *media*
4. No one in my family drinks alcohol. *family*
5. Everybody in town knows that the police arrest everyone they find smoking marijuana. *community norms*
6. The beer commercials on TV show really interesting, exciting people drinking beer. *media*
7. Some of the kids at my school think it's really cool to sniff glue. *peer pressure*
8. Our town has a lot of fun things for kids to do. There are special programs that encourage people not to use drugs. *community norms*
9. In the movies, people often drink wine when they're out on a date. *media*
10. My friends don't like the smell of cigarette smoke. *peer pressure*

OUR HOME IS SMOKE FREE

PUBLIC BEACH
NO ALCOHOL ALLOWED

Name ____

To Smoke or Not to Smoke: That Is the Question

Directions: Think about these influences that might affect a decision about smoking. Then answer the questions.

Friends:	Some of them have tried smoking. They say it makes them feel really cool.
Family:	Parents don't smoke. They have clearly said that they do not want anyone to smoke in their house.
Advertising:	Some cigarette advertisements show surfers and skateboarders smoking. These ads make smoking look like a lot of fun.
Community Norms:	Not many people in the neighborhood smoke. The town has a lot of buildings where smoking is not allowed.

1. Which of these outside forces would influence you? Why? ______________

   ____

   ____

2. Which of these outside forces would not influence you? Why not? ______

   ____

   ____

3. Would this be a difficult decision? Why or why not? ________________

   ____

   ____

LESSON

20 Making Your Decision About Tobacco

Objective

Students will be able to analyze decisions about drug use.

Time

One class period.

Overview

This lesson deals with the decision-making process. Understanding this process can help students make healthy decisions about not using drugs.

The lesson begins with a discussion of the steps in making decisions. As a class, students use a "decision tree" to analyze a decision about tobacco use. They then work in pairs to analyze a second decision about tobacco use, using a worksheet with the decision tree.

Integration

Language arts, social studies.

Teacher Materials and Preparation:

HAVE:
✓ Transparency or poster of **Decision Steps**, from Lesson 16.

COPY:
✓ **Decision Tree** worksheet, one for each pair of students.

MAKE:
✓ Transparency or poster of **Decision Tree**.

REVIEW:
✓ **What a Party** story, to read to students.
✓ **Decision Tree *Example*.**

Procedure

■ Ask students to brainstorm all the decisions they've made since they woke up this morning. Help students understand that they are constantly making decisions. Point out that some decisions are good decisions and some are not as good. Tell students that knowing the decision-making process can help us make better decisions.

■ Show students the **Decision Steps** transparency or poster, from Lesson 16. Review the steps of the decision-making process, using a decision students are familiar with, such as deciding what do after school. Have students provide alternatives and think through the consequences of the alternatives.

Poll the class to decide which action they would select. Contrast this decision-making process with that of someone who makes a decision without much thought.

■ Explain to students that one of the decisions they may have to make is whether or not to try tobacco. Read the **What a Party** story to students. Using the **Decision Steps,** have students review Caitlin's choices. Encourage students to consider a variety of alternatives during Step 2.

In Step 3, as students explore the consequences of each alternative, be sure they consider how their answer will affect Caitlin's relationship with others, including her family, her friends and herself. Encourage students to consider long-term consequences, such as the health consequences, of deciding to use or not use tobacco.

■ Show students the **Decision Tree** transparency or poster. Fill in students' responses about Caitlin's decision. See the **Decision Tree *Example***. Circle the decision that the majority of students prefer.

■ Discuss the consequences of making a choice that is unpopular with friends. Pair students up, and distribute a copy of the **Decision Tree** worksheet to each pair. Ask pairs to think about what they would do if their best friend said he or she wanted to try smoking but wouldn't do it unless they did it, too. Tell students to use the worksheet to analyze this decision. Tell them to circle the decision they think is best.

Evaluation

Assess students' responses in class discussion and on the **Decision Tree** worksheet for their ability to analyze decisions.

Follow-Up/Extension

Have students brainstorm other health-related decisions they make during their normal day. Discuss.

TEACHER

What a Party

Caitlin always liked Fridays. But this Friday was extra special. When Caitlin got home from school, she had some mail. It was an invitation to Eva's birthday party—all the girls were going to spend the night at Eva's house next Friday.

When Caitlin saw Eva on Monday, she ran right over and told her she could come to the party. Eva smiled. "Great," she said. Then she leaned over and whispered in Caitlin's ear, "Janet is bringing cigarettes for us to try when my parents go to sleep. Isn't that cool?"

Caitlin doesn't want to smoke. She knows her parents don't want her to smoke either. What should she do?

Name ______________________________

Decision Tree

Directions: With your partner, fill in the decision tree to show how you would make a decision about smoking.

Decision

____

Alternatives	Consequences	
	Immediate	Long-term
1.		
2.		
3.		
4.		

Decision Tree

Example

Directions: With your partner, fill in the decision tree to show how you would make a decision about smoking.

Decision

Should Caitlin try smoking cigarettes?

Alternatives	Consequences	
	Immediate	**Long-term**
1. *Go to the party but don't smoke.*	*Other girls may tease her.*	*Other girls might not want to be her friends.*
2. *Go to the party and try smoking.*	*She might not like it.* *She'd get in trouble if her parents found out.*	*She might get addicted.*
3. *Don't go to the party.*	*She'll miss the fun.*	*She might not be invited to other parties.*
4.		

LESSON

21

Saying No, No, No to Tobacco

Objective

Students will be able to demonstrate a variety of techniques for saying no.

Time

One class period.

Overview

This lesson allows students to practice saying no in a variety of ways. After a review of the four steps in making a clear no-statement, students practice by reading some scripted no statements. Working in pairs, students then suggest their own responses to the challenges in the scripted statements.

Students then learn and practice two additional techniques to help them say no—broken record and delaying tactics. *Note:* Delay is a form of saying no, as it allows the responder time to leave the situation or to formulate another response.

Integration

Language arts.

Teacher Materials and Preparation

COPY:
✓ **Saying No** worksheet, one for each student.
✓ **More Ways to Say No** worksheet, one for each student.

Procedure

■ Tell students that part of growing up is learning that it is not OK to take chances with our health and our safety. Explain that when friends want us to do something that's dangerous, wrong or unhealthy, it's OK to say no.

Add that when friends want us to do something our parents or family don't want us to do, it's OK to say no. In fact, if friends want us to do something we just don't want to do, no matter what the reason is, it's OK to say no. Emphasize that saying no may be the smartest choice, the healthiest choice and the safest choice we can make.

■ Tell students that many people choose not to use drugs. These people understand that using drugs is an unhealthy choice. Ask students to think about how they would feel if someone offered them a drug—

tobacco, alcohol or another drug. Ask for volunteers to share their thoughts. Summarize some of the most common responses.

Note that the pressure to try drugs can be a source of stress. Tell students that if they can learn to say no when offered a drug, they can help prevent the stress that comes from feeling pressured into doing something they don't want to do.

Tell students that sometimes they might have a chance to think about how they'll handle a situation where they'll be asked to smoke, as in Caitlin's story in Lesson 20. Other times, they won't have time to think ahead. Emphasize that students need to be ready to say no without any advance warning.

■ Review with students the following four steps to making a clear no statement:

- Clearly state the word *no.*
- Keep your voice firm and friendly.
- Use the word *I* in your sentence.
- Suggest a different activity.

Tell students that stating the word *no,* keeping your voice firm and using the word *I* in the response makes your position clear. Keeping your voice friendly and suggesting a different activity communicates that you want to continue the relationship.

■ Distribute the **Saying No** worksheet. Select student volunteers to read each of the mini-scripts on the worksheet. After each script is read, review the response. Help students analyze the response to see if it contained all the qualities of a clear no-statement. If students do not read the no-statement with a firm but friendly voice, have them reread it.

Have students work in pairs to practice both the challenger's and the responder's lines from the worksheet. Then tell students to think of their own responses to the challenger's lines. Ask students to share these responses with the class. Have students brainstorm alternate activities they can suggest when someone is pressuring them to smoke or to do anything they don't want to do.

■ Point out to students that sometimes saying no to a friend may be easy. But if a friend is insistent, it may be harder to say no. Tell students two additional ways to say no are the broken record technique and delaying tactics.

Explain that the broken record technique means repeating the word *no* over and over until the other person gets the message. Delaying tactics mean to change the subject or do something else when it's difficult to say no or you just don't know how to say no.

Distribute the **More Ways to Say No** worksheet to students. Read the part of Joe in the first script. Let students read the part of Juana. Discuss the use of the broken record technique.

Read the part of Wendy in the second script. Have students read the part of Shani. Discuss how Shani delayed responding. Ask students to brainstorm other diversions students might use as delaying tactics.

Delaying tactics can include saying or doing something such as:

- "Maybe later."
- "Not right now."
- "Sorry, I have to get home."
- "Look at that kid over there."
- "I've got to get something."
- "I have a lot of homework."
- Pretend you don't hear it.
- Drop something and make a fuss finding it.
- Go to the bathroom.
- Pretend you're looking for something.

Emphasize that saying something such as "maybe later" or "not right now" doesn't mean you're going to say yes later. These delaying phrases give you time to get out of the situation or to think of other ways to say no. Sometimes the person may forget or decide not to ask the question again.

Have students practice reading the two scripts in pairs. Then tell them to finish the last script, using the broken record technique and/or delaying tactics.

When students have finished the script, discuss their responses. Ask students for some examples of times when they might be able to use the techniques in this lesson—saying no, broken record and delaying tactics. Emphasize that students can use these techniques to say no to any unhealthy choices, including alcohol or other drug use and other risky behaviors.

Evaluation

Evaluate students' work in pairs on the **Saying No** and the **More Ways to Say No** worksheets for their ability to use a variety of techniques to say no.

Follow-Up/Extension

Have students work in pairs or small groups to develop their own scripts that say no to tobacco. Have each pair or group write the line or lines of the person offering the cigarette or chewing tobacco. Then collect papers and redistribute them so different students write the responses.

Name ____

Saying No

Joe: I've been smoking for a couple of months. It's really great. Do you want to try?

Juana: No, thanks. I don't like the smell of cigarettes. Let's go shoot some baskets instead.

Wendy: I took a couple of my Mom's cigarettes. She'll never miss them. I knew you were dying to try smoking. Shall I light up?

Shani: I don't want a cigarette. My parents would kill me if I ever smoked. Why don't we play ping-pong instead?

Jesse: Smoking looks so grown-up. I bummed a cigarette off the kid next door. You want to try?

Mike: No. I can't smoke because of sports. Why don't we do something else like ride our bikes around the park?

Name ______________________________

More Ways to Say No

Joe: I've been smoking for a couple of months. It's really great. Do you want to try?
Juana: No, thanks. I don't like the smell of cigarettes. Let's go shoot some baskets instead.
Joe: Come on. You'll like this.
Juana: No. I don't want a cigarette.
Joe: What's wrong? Aren't we friends?
Juana: Of course we're friends. I just don't want to smoke.
Joe: Are you sure?
Juana: Absolutely. I'm going to shoot baskets. Are you coming?

Wendy: I took a couple of my Mom's cigarettes. She'll never miss them. I knew you were dying to try smoking. Shall I light up?
Shani: Sorry. I've got to get going.
Wendy: Don't you want to try smoking? You always said you'd try.
Shani: I need to use the bathroom. Excuse me.

Jesse: Smoking looks so grown-up. I bummed a cigarette off the kid next door. You want to try?
Mike: ______________________________
____
Jesse: ______________________________
____
Mike: ______________________________
____
Jesse: ______________________________
____
Mike: ______________________________
____

UNIT V

Taking Steps to Avoid Injury

LESSON

22 Rules for Safe Play

Objective

Students will be able to identify safety rules for physical activity.

Time

Two or three class periods.

Overview

Unit V: Taking Steps to Avoid Injury begins with a lesson on safety in a variety of sports. Students start by brainstorming sports and physical activities. After a review of the importance of physical activity, students choose an activity to research. They then present what they learn about safety in that activity to the class.

Integration

Art, physical education.

Teacher Materials and Preparation

HAVE:

- ✓ Resource materials for students on safety in sports and other physical activities. Check with the school and local librarian and organizations such as the National Safety Council. (See Suggested Resources.)
- ✓ Posterboard or large pieces of art paper for students.
- ✓ Art supplies (crayons, markers, paints) for students.

COPY

- ✓ **Sports Safety** worksheet, one for each student.

PREPARE:

- ✓ Check to see if your state has a local safety council. Invite a representative of a local council to speak with students on safety issues (optional).
- ✓ Ask a physical education teacher or coach to help you present this lesson (optional).

Procedure

■ Have students brainstorm all the games, sports and other physical activities they enjoy. Write the list on the board. Responses may include:

- walking
- bike riding
- skateboarding
- jumping rope
- baseball
- basketball
- soccer
- hockey

Help students develop a list that includes a variety of sports. To encourage diversity, ask students to suggest some sports they may not currently participate in but would like to try—for example, archery, tennis, karate.

■ Review the importance of physical activity in staying fit and managing stress (e.g., helps build muscle strength, flexibility, strong heart and lungs; helps relieve stress). Add that to receive the full benefits of physical activity, we have to know the safe way to perform the activity.

Ask students to list some of the safety rules for the activities they enjoy. Responses may include:

- Wear a helmet when riding a bike.
- Wear a helmet and knee and elbow pads for roller-skating or skateboarding.
- Wear a batting helmet for baseball.
- Always swim with a buddy.

■ Tell students they are going to do some research on the important safety rules for a variety of physical activities. Tell students to select one of the activities listed on the board to research.

Note: You may choose to have students work independently, in pairs or in small groups on this project. Groups work best when each member has a task. You may want to omit swimming and boating from the list of activities to research, as they will be covered in Lesson 22 on water safety.

Distribute the **Sports Safety** worksheet. Tell students they can use this worksheet to help them gather and organize the safety information. Tell students to use the information they find to prepare a class presentation on safety for the activity they research.

Tell students the presentation should include at least five key safety rules for their activity. Encourage students to be creative in preparing their presentations. Suggest that they create posters, poems, songs, raps or other special materials for their presentations.

Help students identify sources of information on their chosen activities. Sources might include:

- books
- sports magazines
- other adults (coaches, physical education teachers, etc.)
- classmates who participate in that activity
- older middle school or high school athletes

Allow students adequate time to do their research (several days to a week). Have posterboard and art supplies available for students to use in preparing their presentations. If students are working in groups, allow some class time for groups to meet and work together.

■ When students have completed their research, allow time for each student or group of students to present the safety information to the class. After each presentation, lead a short discussion of the safety rules presented. Ask students if these rules are consistent with what they already knew. Was there any new information?

■ When all presentations have been completed, ask students if any of the safety rules for different activities were similar. Help students develop some generalizations that apply to several physical activities. Possible generalizations include:

- Wear the proper clothes and shoes.
- Use any safety equipment designed for the activity.
- Make sure your equipment is in good working order.
- Warm up properly to prevent injuries.
- Pay attention to what you're doing.
- Know your limits.
- If you think or know that something might be dangerous, don't do it.

Evaluation

Assess students' presentations and class discussion for their ability to identify important sports safety rules.

Suggested Resources

The National Safety Council, Order Department, P.O. Box 11933, Chicago, IL 60611-0933. The council offers a variety of materials on safety for children as well as adults. Local and state councils also offer materials.

Preventing Injury: A Safety Curriculum—Grades 5–6. Santa Cruz, CA: ETR Associates. This curriculum includes information on bike safety and playground and recreational sports safety.

Name ____

Sports Safety

Directions: Write the name of the activity you are researching. Then complete the rest of the information. Use this information to prepare a class presentation on safety rules for this activity.

Name of activity: ____________________________________

Safety equipment needed: ______________________________

Important safety rules: _______________________________

LESSON

23 Being Safe in the Water

Objectives

Students will be able to identify boating and swimming hazards.

Students will be able to illustrate water safety rules.

Time

One class period.

Overview

After a review of the safety rules for physical activity presented in the last lesson, this lesson concentrates on water safety. Students read a worksheet about safe boating and a worksheet about safe swimming. They then identify the hazards in a picture of a boating and swimming scene.

Students learn what to do to rescue someone who's in trouble in the water. They then complete a worksheet by drawing illustrations to change unsafe situations to safe situations.

Integration

Language arts, physical education.

Teacher Materials and Preparation

HAVE:
- ✓ Drawing paper, one piece for each student.
- ✓ Art supplies (crayons or markers) for students.

COPY:
- ✓ **Safe Boating Is Fun** worksheet, one for each student.
- ✓ **Swim for Safety** worksheet, one for each student.

MAKE:
- ✓ Transparency or poster of **What's Wrong with This Picture?**
- ✓ Transparency or poster of **Water Rescues**.

PREPARE:
- ✓ Contact the local chapter of the American Red Cross for educational materials to use with this lesson (optional).

REVIEW:
- ✓ **What's Wrong with This Picture?** ***Key.***

Procedure

■ Review some of the important safety rules presented in Lesson 22. Tell students that today's class is about water safety.

Ask students if they like to go swimming. How often do they get the chance? Ask students if they always go swimming with their families. Do they go swimming without any family members around? Do they know any safety rules for swimming?

Ask how many students have ever gone for a ride in a rowboat, canoe or kayak, or on a raft. Do they know any safety rules for boating?

■ Distribute the **Safe Boating Is Fun** worksheet. Tell students this worksheet includes some safety rules for boating. Read the worksheet with students, a paragraph at a time. Pause after each paragraph. Tell students to jot down a few words or draw a sketch of an important idea from that paragraph in the box to the right of the paragraph.

When you finish reading the worksheet, use students' words and sketches as a springboard for discussion of boating safety rules. If students know of other rules, include them in the discussion.

■ Distribute the **Swim for Safety** worksheet. Read the worksheet with students or have them read it on their own. Have students jot down a few words or draw a sketch about an important idea for each paragraph, just as they did on the **Safe Boating Is Fun** worksheet.

When students have finished the worksheet, review the safety concepts by discussing the ideas that students wrote or sketched. If students know of other swimming safety rules, include those in the discussion.

■ Show students the transparency or poster of **What's Wrong with This Picture?** Have students identify the problems, which include:
- people not wearing life jackets in a boat
- person standing in a boat

- two children alone in a boat
- storm clouds in the sky
- no lifeguard on duty in swimming area
- someone swimming outside the roped area
- one swimmer pushing or shoving another swimmer

■ Tell students that someday when they're swimming or boating, they may be in a situation where someone needs help getting out of the water. Tell them they need to know four things to be ready for that emergency.

Show students the **Water Rescues** transparency or poster, and review the four points. Tell students they shouldn't try to save someone in trouble in the water by themselves because someone who is sinking in the water is probably very frightened and panicky.

Explain that if they try to save this person, the person might grab them in a way that would pull them under the water, too. Emphasize that the best thing to do is get an adult to help.

Tell students that while they're waiting for help, there are some things they can do. They can throw the person something that floats or try to reach the person with a long pole.

Have students brainstorm things that float that they might be able to throw to a person who is drowning (inner tube, life preserver, life jacket, styrofoam kick board). Ask students to brainstorm some things they could use to reach out to the person in trouble (fishing pole, tree branch).

■ Distribute drawing paper and art supplies. Tell students to illustrate two important water safety rules—one for swimming and one for boating.

Evaluation

Assess students' responses in class discussion for their ability to identify water hazards.

Assess students' drawings for their ability to illustrate water safety rules.

Follow-Up/Extension

Have students visualize the following two scenes as you read them slowly, pausing to give students time to picture the scenarios:

See yourself swimming in a neighbor's pool. All of a sudden you hear someone in the deep end yelling for help. See yourself calling for an adult to help. In the meantime, look around. Is there something that floats that you can throw to the drowning person? What is it? Throw it. See the person grabbing it and holding onto it. See the person slowly kicking to get to the side of the pool.

See yourself in a canoe with your mom and a friend. You see another canoe coming down the river. In it is a boy about your age. He stands up in the boat to wave. Before you can blink an eye he is in the water, bobbing up and down. You know you shouldn't go in the water. Find something that is long enough to reach out to him so he can hold on. What is it? Reach out to the boy. See him grabbing it and holding on. See yourself pulling the boy to the side of your canoe.

Name ______________________________

Safe Boating Is Fun

Many people enjoy boating. Here are some important safety tips to follow when you ride in a small boat—a rowboat, canoe or raft.

Always, always, always wear a life jacket—even if you know how to swim. If the boat turns over in the middle of the lake, you might be too far from shore to swim to safety. Whenever you ride in a boat, be sure an adult who can swim is with you.

Stay seated at all times. Moving around in a small boat can unbalance it. When the boat becomes unbalanced, it tips. You could fall out. If the boat turns over, try to turn it back up and get back in. If you cannot turn it up, hang onto the overturned boat. Use it as a float and kick to shore.

Watch the sky. A change in the clouds could mean a storm is on the way. If the clouds change, return to shore at once.

Here are some other good ideas for boaters:

- Wear sunscreen when you're in a boat. It's easy to get sunburned on the water.
- Take a first-aid kit along.
- Bring a light jacket. Sometimes it's cooler on the water than on shore.

Name ____

Swim for Safety

Swimming is an excellent physical activity. It is aerobic. It helps you strengthen your heart and lungs.

People like to swim in different places—public pools, private pools, ponds and beaches. Wherever you swim, there are some important safety rules to follow.

Be sure help is nearby if you need it. Swim only when a lifeguard is on duty. Lifeguards help keep swimmers safe. Swim with a friend, too, and stick together. Then if one of you is in trouble, the other can call for help.

Swim only in safe places and at safe times. Pay attention to "No Swimming Allowed" signs. Those signs are placed in areas that are dangerous. If an area is roped off to be safe for swimming, stay inside the roped-off area. Do not swim during thunderstorms. If you're in the water and the sky looks stormy, get out at once.

Know your own limits. If you're not a strong swimmer or you're tired, play it safe. Stay in water where you can stand up with your head out of water.

Name________________________________

Swim for Safety (continued)

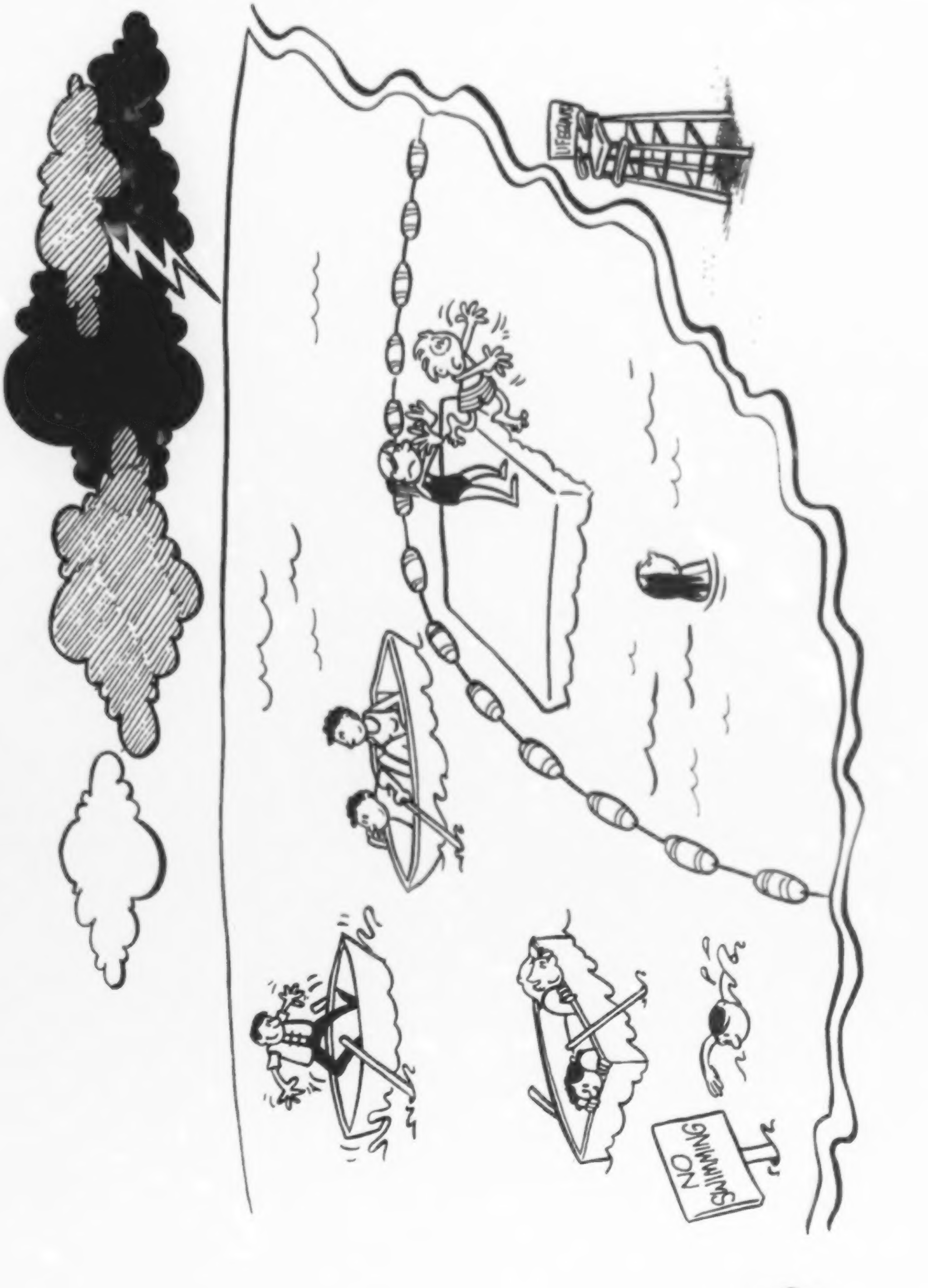
Watch where you're going. Stay away from diving boards or floats. Someone who isn't watching could hit you. If you want to dive, find out first if the water is deep enough.

Don't take a chance of hurting another person. Never, never hold anyone under water. Don't push people around in the water.

Here are some special safety tips for pools:

- Be sure you know which is the deep end and which is the shallow end of the pool.
- Don't run, push or play rough around the pool.
- Before jumping or diving, be sure all swimmers are out of your way.

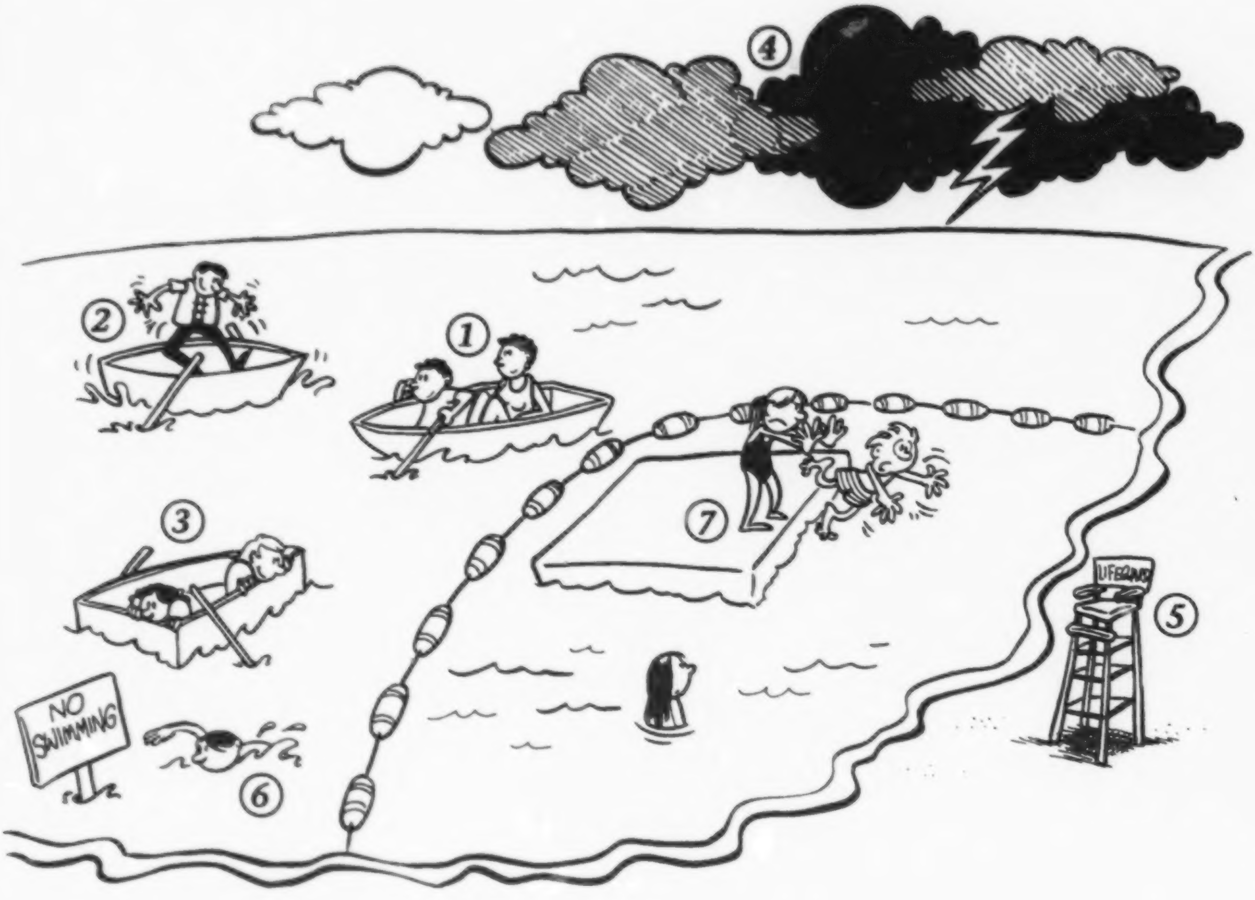
What's Wrong with This Picture?


LIFEGUARD
NO SWIMMING

TEACHER

What's Wrong with This Picture?

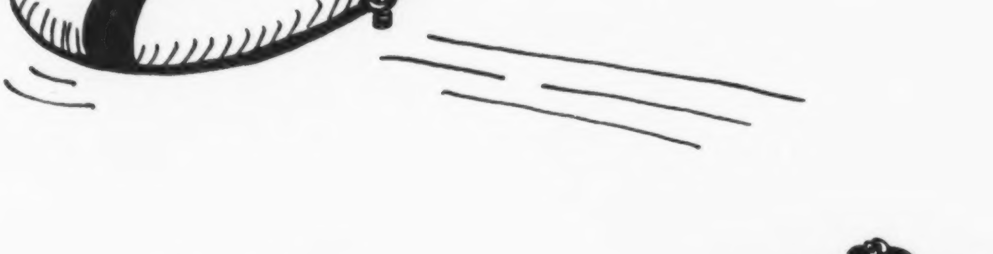
Key


④
②
①
③
⑦
⑤
LIFEGUARD
NO SWIMMING
⑥

1. *not wearing life jackets*
2. *standing in boat*
3. *children alone in a boat*
4. *storm clouds in the sky*
5. *no lifeguard on duty*
6. *swimming outside roped area*
7. *pushing or shoving*

Water Rescues

1. Don't try to save the drowning person yourself.
2. Get an adult to help.
3. Throw the person something that will float.
4. Try to extend a long pole for the person to hold onto.



LESSON

24 Guns Aren't Toys

Objective

Students will be able to explain rules for gun safety.

Time

One class period.

Overview

This lesson focuses on gun safety. The lesson begins with a clustering activity based on the word *gun*. Students then read and discuss some facts about guns and murders. Students are given rules for gun safety. They then work in small groups to discuss some situations that involve guns and safe ways to respond to them. To complete the lesson, students write stories or draw comic strips that illustrate how to safely handle situations that involve guns.

Integration

Art, language arts, social studies.

Teacher Materials and Preparation

MAKE:
✓ Transparency or poster of **Gun Facts**.

PREPARE:
✓ Cut apart the situations on the **Stay Away from Guns** teacher page.

REVIEW:
✓ **Stay Away from Guns** ***Example*.**

Procedure

■ Show students the transparency or poster of **Gun Facts**. Read and discuss each fact. Discuss the number of people who were murdered in 1991 (26,000 Americans). Point out the number of those deaths that were due to guns (17,500).

Ask students what fraction of the 26,000 deaths in 1991 were due to guns (two-thirds). Relate the number of people killed by guns to a number students can understand, such as a portion of your town's population, the population of your town and several surrounding towns, or the population of children in schools in the city.

Tell students that many of the deaths listed are deliberate murders. But among the gunshot deaths are many accidental deaths. These deaths happened because someone, often a child, was playing with a gun.

Tell students that many injuries are also accidental. Emphasize that in these accidental shooting deaths or injuries, nobody wanted to hurt anyone else. In spite of that, someone did get hurt or killed.

Explain that spinal cord injuries are a type of injury that paralyzes all or part of the body. This may mean that people have to be in wheelchairs for the rest of their lives.

Ask students why accidents might happen when children or inexperienced adults handle guns? Responses may include:

- They don't know how to handle the gun.
- They don't know if the gun is loaded.
- They don't understand how dangerous the gun is.

Ask students if guns have any uses that aren't harmful. Responses may include hunting, target shooting, for police officers. Point out that while guns can serve a purpose, they are also very dangerous weapons. Emphasize that as you discuss gun safety, you are referring to all types of firearms.

■ Tell students that many people think better gun control would help reduce the numbers of deaths and injuries due to guns. They think fewer people should be allowed to buy guns, and special restrictions should be put on the sale of guns.

Other people think the Constitution of the United States protects people's right to buy and use guns. Explain that people on both sides of the issue have strong arguments to support their positions.

Add that one thing both sides agree on is the importance of gun safety. If people have guns or are around guns, they must know how to keep themselves safe. Ask students if they can suggest any rules for gun safety.

Explain that one important rule is that students should never touch or handle any type of gun without permission from an adult family member. Tell students the only person who can safely handle a gun is someone who has been properly trained. Adults who have guns should know how to use them.

Tell students that if they find a gun, they should leave it alone and tell an adult immediately. Emphasize that they should ***not*** touch the gun. Explain that different guns work in different ways and the gun could go off accidentally.

Add that if students see someone with a gun, they should get away and find an adult to tell immediately. Emphasize that children and guns don't mix.

■ Divide the class into six small groups. Give each group one of the situations from the **Stay Away from Guns** teacher page. Tell groups to discuss the situation and suggest safe ways to respond. Have groups report to the class on their situations and suggested responses.

Discuss groups' suggestions. See the **Stay Away from Guns *Example*** for suggested responses. Emphasize that students should not touch or handle any type of gun or any other weapon without permission from an adult family member. Add that guns kept at home should be locked up to keep them away from children.

Evaluation

Ask students to create two situations relating to guns. Tell them they can write a story or draw a comic strip. Explain that they should include their recommendations on how to handle the situations safely. Assess students' work for their ability to identify gun safety rules.

Follow-Up/Extension

Invite a law enforcement officer to visit your classroom and discuss specifically what students should do if they are confronted with someone who is using or threatening to use a gun. While this is valuable information for all children, it is especially important if your students live in communities where firearm usage is common.

Tell students to read newspapers or news magazines to look for stories of accidental killings or injuries resulting from children (or inexperienced adults) handling guns. Ask students to bring the articles to class for discussion.

If you live in an area where hunting is a popular recreational sport, contact a local organization that offers hunting safety classes. Ask them if a representative would speak to your class about gun safety.

Suggested Resources

Into Adolescence: Stopping Violence. J. Post. Santa Cruz, CA: ETR Associates. This violence prevention curriculum for students in grades five through eight includes lessons on conflict resolution, nonviolence and the issues of gun control.

TEACHER

Gun Facts

- In 1991, more than 26,000 Americans were murdered.
- About 17,500 of them were killed with guns.
- Thousands more were injured.
- Gunshot wounds are one of the leading causes of spinal cord injuries.

TEACHER

Stay Away from Guns

Directions: Cut the situations apart on the dotted lines, and give one situation to each small group.

1. Your friend shows up at your house with her mother's gun in her backpack. There are no adults at home. What do you do?

2. You're dusting your aunt's bedroom. A drawer is half open. You look inside and see a small gun. You never knew your aunt had a gun. You'd like to look at it. What do you do?

3. Your baby sister comes out of the closet with a pistol, a real pistol, in her hand. What do you do?

4. Your friend comes over to you at school. He shows you his father's gun in his backpack. What do you do?

5. You're at your friend's house with some other kids. Your friend brings out his father's gun. He says the gun is empty. He tells you to put the gun to your head and pull the trigger. You say no. He starts calling you a sissy and a baby. The other kids start making fun of you, too. What do you do?

6. A teenager offers you ten dollars to pull a gun out of a trash can. What do you do?

TEACHER

Stay Away from Guns

Example

Directions: Cut the situations apart on the dotted lines, and give one situation to each small group.

1. Your friend shows up at your house with her mother's gun in her backpack. There are no adults at home. What do you do?

Tell her to take the gun home; call one of your parents; go tell an adult neighbor.

2. You're dusting your aunt's bedroom. A drawer is half open. You look inside and see a small gun. You never knew your aunt had a gun. You'd like to look at it. What do you do?

Leave it there; ask your aunt if you could look at it with her.

3. Your baby sister comes out of the closet with a pistol, a real pistol, in her hand. What do you do?

Tell her to put the gun on the floor; tell an adult immediately.

4. Your friend comes over to you at school. He shows you his father's gun in his backpack. What do you do?

Tell an adult; tell your friend to take the gun home.

5. You're at your friend's house with some other kids. Your friend brings out his father's gun. He says the gun is empty. He tells you to put the gun to your head and pull the trigger. You say no. He starts calling you a sissy and a baby. The other kids start making fun of you, too. What do you do?

Leave immediately; tell an adult if there is one in the house; tell your parents when you get home.

6. A teenager offers you ten dollars to pull a gun out of a trash can. What do you do?

Say no; tell your parents or another adult.

LESSON

25

It's an Emergency!

Objectives

Students will be able to identify the steps of the Heimlich maneuver.

Students will be able to demonstrate rescue breathing.

Time

One or two class periods.

Overview

In this lesson, students learn about two important emergency techniques—the Heimlich maneuver and rescue breathing. After a review of general emergency procedures, a transparency or poster is used to illustrate the Heimlich maneuver step-by-step. An optional demonstration of the maneuver is suggested. Students then complete a worksheet showing the steps.

A transparency or poster also illustrates the steps of rescue breathing. After a demonstration of rescue breathing, students work in groups to practice the technique on dolls, stuffed animals or Rescusci Annies.

Note: Actual practice with the first-aid techniques taught in this lesson will improve students' learning. However, students should not practice on each other, as the techniques—particularly the Heimlich maneuver—can be harmful if performed incorrectly. Try to arrange with the local chapter of the American Red Cross to borrow training mannequins, Rescusci Annies, for classroom demonstration and practice.

Integration

Physical education.

Teacher Materials and Preparation

HAVE:

✓ Large stuffed animals, dolls or Rescusci Annies (available from the American Red Cross). You may want to ask students to bring large stuffed animals or dolls from home to use in this lesson.
✓ Scissors for students.

COPY:

✓ **If Someone Is Choking** worksheet, one for each student.
✓ **Rescue Breathing Practice** worksheet, one for each student.

MAKE:

✓ Transparency or poster of **Heimlich Maneuver**.
✓ Transparency or poster of **Rescue Breathing** (two pages).

PREPARE:

✓ Invite a paramedic into your classroom to teach this lesson (optional). Or ask the school or district nurse or a physical education teacher to help you present this lesson (optional).

✓ Contact the local chapter of the American Red Cross for educational materials to use with this lesson (optional).

Procedure

■ Ask students to name some stressful situations. Accept several answers, and agree that these are indeed stressful. Point out to students that at some point in their lives they may have to deal with a different type of stressful situation—a life-and-death emergency.

Ask students if they know what to do in an emergency. Review general procedures for emergencies. If students do not suggest the following points, be sure to remind them:

- Stay calm.
- Call for help from an adult.
- Have someone call 911, the fire department or the operator.

Tell students that if they can't get help immediately, they may be able to use some first-aid techniques to offer help. Add that today they will learn two first-aid techniques—the Heimlich maneuver and rescue breathing.

■ Tell students that the Heimlich maneuver is used when someone is choking. Explain that we often use the word *choking* incorrectly. Tell students that if someone swallows something and starts coughing, we may say he or she is choking. Actually, if people can talk or cough, they are OK.

However, if people cannot talk or make a sound, they really are choking. Tell students that often people who are choking will put their hands to their necks. Add that this is a recognized sign to indicate choking. Tell students they should use this sign if they are ever choking.

Explain that someone who is choking and cannot talk or cough needs the Heimlich maneuver. Show students the **Heimlich Maneuver** transparency or poster. Review the procedure step by step. If possible, demonstrate the procedure to students.

Note: The procedure should be demonstrated on another person only by someone experienced with the technique. Only a modified, less forceful version of the upward lifts should be demonstrated.

■ Distribute the **If Someone Is Choking** worksheet, extra sheets of paper and scissors. Tell students to cut apart the steps of the Heimlich maneuver on the worksheet and paste them on another sheet of paper in the correct order.

Note: Students can work on this project individually or in small groups.

■ Tell students that rescue breathing is used when someone has stopped breathing. Explain that stopped breathing is a critical emergency. Tell students that a person without oxygen can die in six minutes or less.

Add that rescue breathing is also called artificial respiration. Ask students to define respiration (act or process of breathing, inhaling and exhaling air).

Point out that artificial respiration, or rescue breathing, forces air into the lungs. Tell students it can help people start breathing again when their bodies have stopped breathing because of drowning, shock or some other cause.

Show students the transparency or poster of **Rescue Breathing**. Point out the first step in rescue breathing—Check the person. Tell students this means to put your ear next to the nose and mouth of the person who's stopped breathing. Can you hear breathing? Can you feel breath coming out? Is the chest moving up and down?

Explain that if the chest is moving up and down, the person is breathing. Tell students that a person who isn't breathing shouldn't be left alone. They should call for help and begin rescue breathing immediately.

Review the steps of rescue breathing, using the transparency or poster. At Step 4, ask students to breathe in through their mouths and exhale through their noses. Then tell them to pinch their noses. Have them breathe again through their mouths and note how they must exhale.

Point out that because the nose and mouth are both involved in breathing, you must seal the victim's nose during rescue breathing. This makes sure that all the air that you blow in reaches the lungs.

Demonstrate rescue breathing on a large stuffed animal, doll or Rescusci Annie. Describe each step as you do it.

■ Distribute the **Rescue Breathing Practice** worksheet. Divide students into groups to practice rescue breathing on large stuffed animals, dolls or Rescusci Annies. Tell students to follow the steps to use when someone isn't breathing.

Tell group members to take turns practicing rescue breathing. Ask them to observe other members practicing the technique and provide feedback to help them do it correctly.

Evaluation

Assess students' work on the **If Someone Is Choking** worksheet for their ability to identify the proper procedure for the Heimlich maneuver.

Assess students' performance during the rescue breathing practice for their ability to demonstrate this technique.

Home/Family Involvement

Encourage students to take home the sheet they made from the **If Someone Is Choking** worksheet and the **Rescue Breathing** worksheet to explain the techniques to parents and other family members.

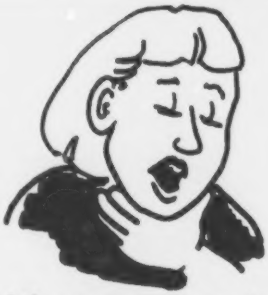
Follow-Up/Extension

Invite a paramedic or other emergency personnel to teach children other first-aid procedures they can use in emergency situations.

Have interested students create a first-aid video illustrating rescue breathing. Make the video available to other classes in the school.

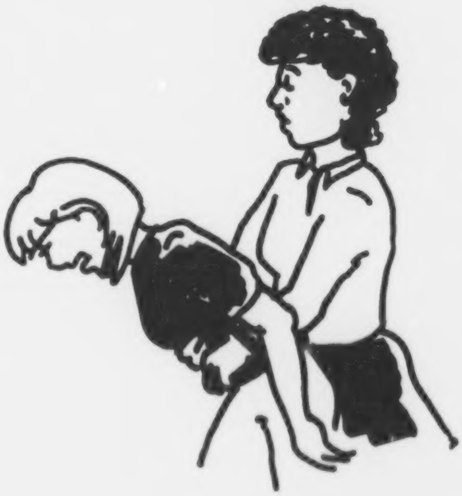
TEACHER

Heimlich Maneuver

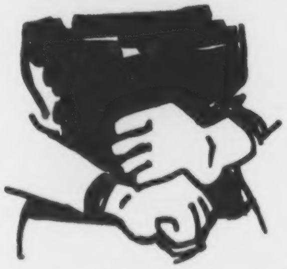


1. Ask if the person can talk. If the person is unable to make a sound, he or she is choking.

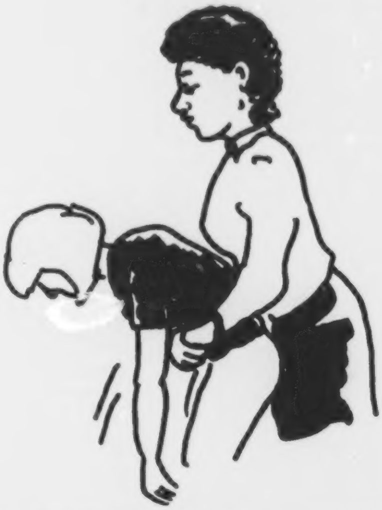
2. Stand behind the person. Place your arms tightly around her or his waist.



3. Let the upper part of the person's body hang forward.



4. Make a fist with your hand. Find the person's bellybutton. Place your fist about one fist above the person's bellybutton.



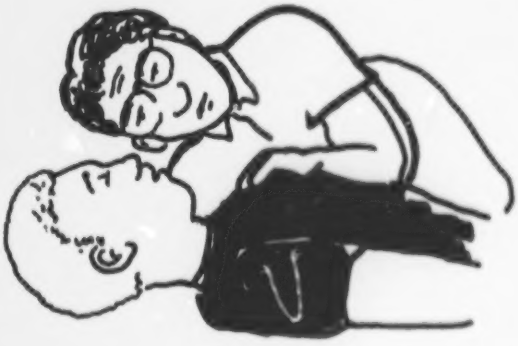
5. Grab your fist with your other hand and pull up toward the person with four quick upward lifts.

6. If the object pops out, stop.

7. If the object doesn't pop out, repeat the four sets of jabs until it does.

TEACHER

Rescue Breathing

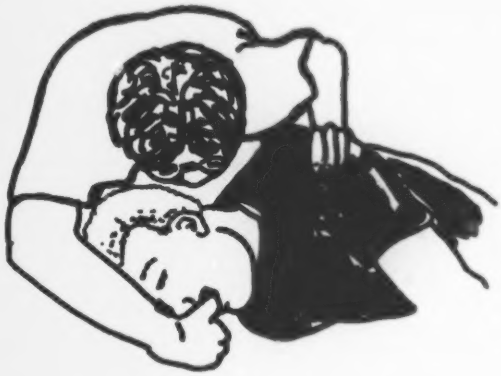


Step 1. Check first to be sure the person isn't breathing.

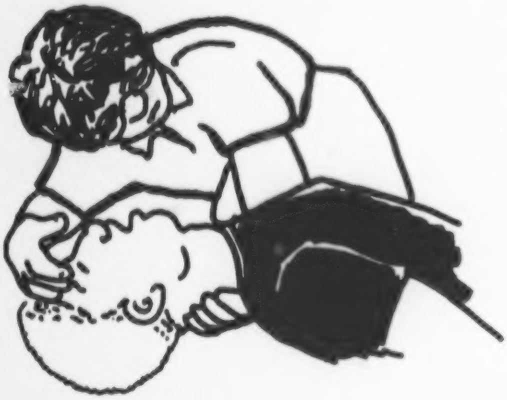
Is the chest moving up and down? (If so, the person is breathing)

Place your ear next to the nose and mouth. Can you hear or feel any breathing?

If the person is breathing, stop. If the person is not breathing, go on to Step 2.

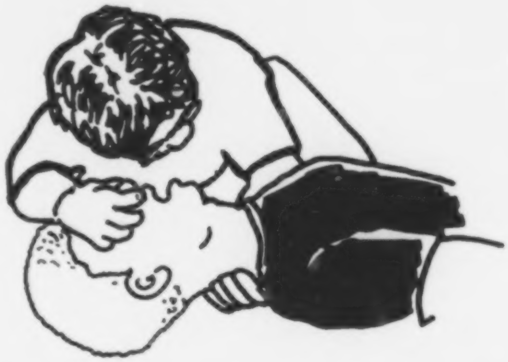


Step 2. Place the person on his or her back. Turn the head to the side and remove any food, gum or any other material that's in the mouth.

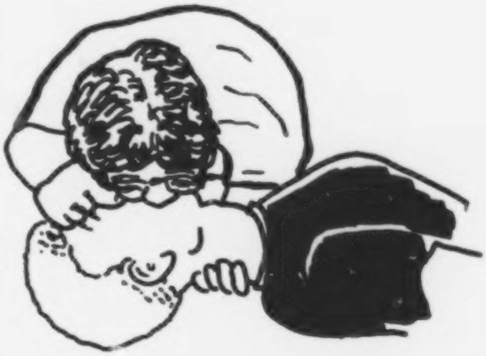


Step 3. Place one hand under the person's neck. Rest the other hand against his or her forehead. Gently pull the neck up and press the forehead down. This opens the air passage to the lungs.

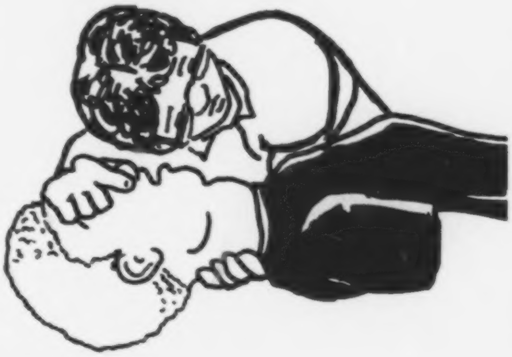
Rescue Breathing (continued)



Step 4. Pinch the person's nostrils closed. This prevents air from escaping when you breathe into his or her mouth.



Step 5. Take a deep breath. Seal your mouth tightly over the person's mouth and blow. You should see the chest rise as the lungs fill with air.



Step 6. Place your ear by the person's mouth. Listen for air coming out.

Step 7. If the person starts breathing, stop rescue breathing.

Step 8. If the person does not start breathing, continue pinching the nose closed and blowing a deep breath into the person's mouth every four seconds until the person starts breathing on his or her own.

Name ____

If Someone Is Choking

Directions: Cut the steps of the Heimlich Maneuver apart on the dotted lines. Then paste them on another piece of paper in the correct order for performing the maneuver.

Make a fist with your hand. Find the bellybutton. Place your fist about one fist above the bellybutton.

Let the upper part of the person's body hang forward.

If the object pops out, stop.

If the object doesn't pop out, repeat the four sets of jabs until it does.

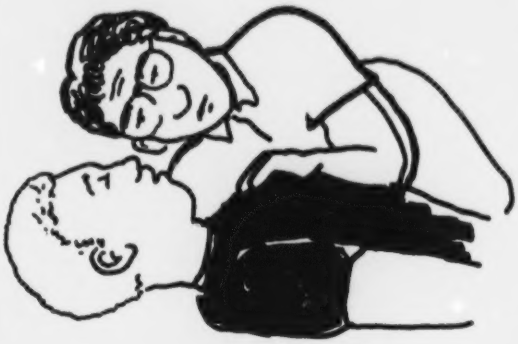
Ask if the person can talk. If the person is unable to make a sound, he or she is choking.

Stand behind the person. Place your arms tightly around her or his waist.

Grab your fist with your other hand and pull up toward the person with four quick upward lifts.

Name ______________________________

Rescue Breathing Practice

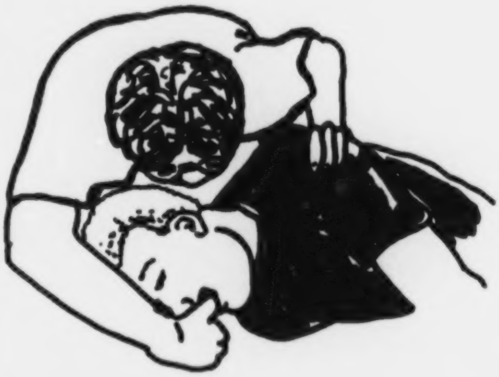


Step 1. Check first to be sure the person isn't breathing.

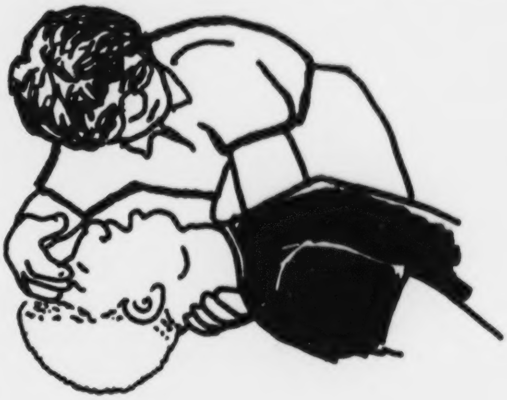
Is the chest moving up and down? (If so, the person is breathing)

Place your ear next to the nose and mouth. Can you hear or feel any breathing?

If the person is breathing, stop. If the person is not breathing, go on to Step 2.



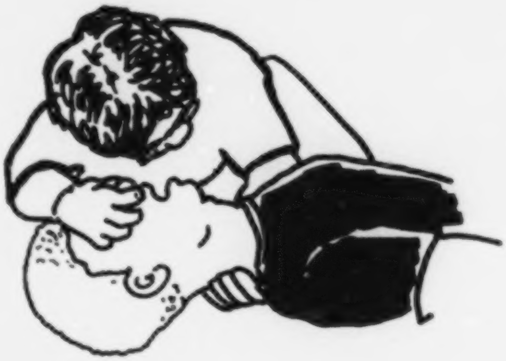
Step 2. Place the person on his or her back. Turn the head to the side and remove any food, gum or any other material that's in the mouth.



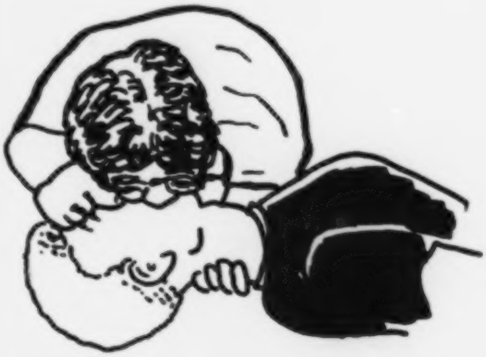
Step 3. Place one hand under the person's neck. Rest the other hand against his or her forehead. Gently pull the neck up and press the forehead down. This opens the air passage to the lungs.

Name ______________________________

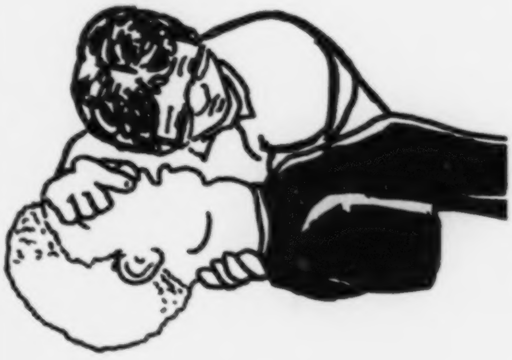
Rescue Breathing Practice (continued)



Step 4. Pinch the person's nostrils closed. This prevents air from escaping when you breathe into his or her mouth.



Step 5. Take a deep breath. Seal your mouth tightly over the person's mouth and blow. You should see the chest rise as the lungs fill with air.



Step 6. Place your ear by the person's mouth. Listen for air coming out.

Step 7. If the person starts breathing, stop rescue breathing.

Step 8. If the person does not start breathing, continue pinching the nose closed and blowing a deep breath into the person's mouth every four seconds until the person starts breathing on his or her own.

LESSON

26 Protecting Yourself

Objectives

Students will be able to identify physical abuse.

Students will be able to explain ways to protect themselves from abuse.

Time

One class period.

Overview

This lesson deals with the topics of physical and sexual abuse. It begins with an example of the meaning of the word *abuse*. Students then discuss differences between normal and abusive discipline and distinguish between the two on a worksheet.

The segment on sexual abuse discusses good and bad touches. Students are urged to tell an adult about any abuse that occurs to them. They then respond to fictional letters about possible abusive situations.

Note: Be sure to check district and state guidelines regarding the teaching of these topics. The lesson is structured so that you can teach only the section on physical abuse, if local guidelines will not allow you to teach about sexual abuse.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:
- ✓ Transparency or poster of **Adult Family Responsibilities**, from Lesson 14.
- ✓ Anonymous Question Box, introduced in Lesson 9.

COPY:
- ✓ **Your Opinion, Please**, one for each student.
- ✓ **Dear Gabby**, one for each student.
- ✓ **Preventing Child Abuse** letter, one for each student.

PREPARE:
- ✓ Send the **Preventing Child Abuse** letter home several days before you teach this lesson.
- ✓ Ask the school or district nurse or counselor to help you present this lesson (optional).

REVIEW:

- ✓ **Teaching About Sexual Abuse *Teacher Background Information*.**
- ✓ "Responding to Student Questions and Concerns." See How to Use This Curriculum.

Procedure

■ Remind students that in this unit on safety, they've learned about protecting themselves from many dangers: from injuries while playing, swimming and boating, as well as from gun injuries. Tell them that today they'll be learning how to protect themselves from another danger—personal abuse.

Note: Before discussing this sensitive topic, you may want to review class groundrules. Remind students not to use names or personal examples in class, but rather to say, for example, "Someone I know...."

■ Write the following words on the board: USE, MISUSE, ABUSE. Ask students for their ideas about what these words mean. Explain that to use something means to treat or handle it in a normal manner. Add that to misuse something is to treat or handle it incorrectly. Explain that to abuse something means to use it or treat it in a way that injures or damages it.

Ask students for examples of the different terms. Then illustrate with the following example:

Riding a bike to school each day is normal use of a bike. However, putting an additional passenger on the back fender of the bike is misuse. Why? (Because the bike is made to carry only one rider.) Someone who rode a bike directly into a brick wall, time after time after time, would be abusing the bike. Using the bike in this way will damage it seriously.

■ Tell students that sometimes people and children are mistreated or harmed by other people. Explain that physical abuse refers to mistreatment that causes physical harm to the body.

Tell students that physical abuse occurs whenever someone is hitting, punching, pinching or hurting another person's body in any way. Explain that physical abuse can sometimes occur when adults discipline a child.

Discuss the difference between normal discipline and discipline that is abuse. Ask students to name some of the ways adults discipline children for breaking rules. Responses may include:

- grounding them
- sending them to bed earlier
- taking away a privilege such as watching television
- spanking
- yelling
- sending them to bed without supper

Tell students that sometimes parents or other adults discipline children in harmful ways. Add that one way to decide if the discipline is harmful is to consider how it affects adult family responsibilities. Show students the transparency or poster of **Adult Family Responsibilities,** from Lesson 14.

Explain that if a discipline method interferes with these responsibilities, it may be a form of abuse. For example, suppose a parent made a child stand outside for several hours during a snowstorm as a punishment. What adult family responsibility does this discipline interfere with? (providing shelter for a child)

Give students another example. If an adult punished a child by not feeding her or him for several days, what family responsibility would this discipline interfere with? (providing food) Tell students that when adults punish a child in ways that may physically harm the child, the adult behavior is abusive.

- Distribute the **Your Opinion, Please** worksheet. Tell students to read the case studies to decide whether each child is being physically abused. When students have finished the worksheet, discuss which cases seem to be normal discipline and which seem to be abuse.

Ask students what they think the children who are being abused (Nicole and Peter) should do. Emphasize that these children should talk to an adult they trust about what happened.

Suggest that Nicole should talk to her mother, another adult family member she trusts or a teacher or counselor at school about what happened. Peter should talk to his parents about the baby sitter. If they don't take action, he should talk to another adult he trusts.

- Tell students that sexual abuse is another form of abuse. Explain that sexual abuse occurs when someone touches a child for other than health reasons in a way or place that makes the child feel uncomfortable or confused. Sexual abuse may involve touching the sex organs—the genitals, lips or breasts.

Explain that people touch each other all the time. Tell students that most touches are good touches. Ask them for some examples of good touches (hugs, handshakes, pat on the shoulder).

Add that some touches are clearly bad touches, touches we don't like. Ask students for examples of these kinds of touches (hitting, slapping, pinching, pulling hair).

Tell students that we may feel mixed-up or confused about other touches, such as when someone hugs so hard it hurts or when someone you don't know well puts an arm around you. Tell students they may have body radar that alerts them to these touches. Something inside them may say, "Beware. Stay alert. Something isn't right."

Tell students that sexual abuse can occur whenever someone touches you in a way you don't want to be touched, a way that makes you feel mixed-up or confused or bad. These touches may include kisses on the lips that you don't want or being made to sit on someone's lap when you don't want to.

Tell students that sexual abuse also occurs when someone touches your sex organs for other than health reasons or makes you touch theirs. Add that sexual abuse doesn't only mean touching. Sexual abuse also happens when someone asks to see your sex organs for other than health reasons or shows you his or her sex organs.

Note: Children's knowledge of the correct terminology for body parts is an important element of sexual abuse prevention education. If acceptable in your school and district, use the correct terminology for sex organs, i.e., for boys, penis and testes; for girls, vagina, vulva and breasts.

Tell students that sexual abuse can be done by adults, teenagers or even other children. Add that the abuser could be a stranger, but it could also be someone you know—a relative or a friend.

Explain that no matter who does it, sexual abuse is not normal behavior. Add that abusers may seem nice at other times, but sexual abuse is not nice. Emphasize that if children are ever abused, the abuse is not their fault.

Tell students that if they are ever abused, they can do some things to protect themselves. Tell them to start by saying no to the person. Remind students that they know a lot about how to say no. Tell them to break away if they can. Suggest that they tell themselves and the person abusing them, "My body belongs to me."

Add that they should tell someone immediately. Tell them that if they can't break away they should tell someone as soon as they can. Ask students whom they could tell. Be sure suggestions include someone they are sure they can trust—parents, teachers, principal, older brothers or sisters, grandparents, aunts, uncles, clergy.

Tell students that if the first person they tell doesn't believe them or understand, they should tell someone else. Emphasize that they should keep telling their story until someone listens.

- Tell students that most children will never experience physical or sexual abuse. Add that talking about keeping themselves safe from abuse is similar to learning about fire safety. Even though most people will never be in a fire, everybody needs to know what to do "just in case."

Explain that the same is true for abuse. Most people you know and meet are good people; they aren't going to hurt you. However, if someone tries to abuse you physically or sexually, you need to know what to do to protect yourself.

- Remind students of the Anonymous Question Box. Tell them they can continue to use this box to ask any questions they don't want to ask in class. Remind students that they don't have to sign their names to these questions. However, if they want a private written answer to their questions, they can sign their names and you will give them a private answer.

- Distribute the **Dear Gabby** worksheet. Tell students to read these letters and write their responses on the worksheet.

Evaluation

Assess students' responses on the **Your Opinion, Please** worksheet for their ability to identify cases of physical abuse.

Assess students' responses on the **Dear Gabby** worksheet for their ability to explain ways to deal with abuse.

Suggested Resources

The Educator's Guide to Preventing Child Sexual Abuse. M. Nelson and K. Clark, eds. Santa Cruz, CA: ETR Associates. Written for educators working with children of all ages, this resource provides an overview of the latest educational efforts to prevent child sexual abuse.

Tell Someone! What to do if someone touches you and you don't like it. E. Berg. Santa Cruz, CA: ETR Associates. This booklet teaches children how to build a support system and helps them feel comfortable about talking to someone they trust.

Touch and Sexual Abuse: How to Talk to Your Children. Illusion Theater's Sexual Abuse Prevention Program. Santa Cruz, CA: ETR Associates. A pamphlet for adults on how to talk to children about sexual abuse.

Working with Children from Violent Homes: Ideas and Techniques. D. Davis. Santa Cruz, CA: ETR Associates. The ideas in this practical handbook for teachers and counselors help children from violent homes move out of the cycle of abuse.

TEACHER

Teaching About Sexual Abuse

Teacher Background Information

This lesson includes the topic of sexual abuse prevention. If your district has a sexual abuse prevention program, it can be used in conjunction with this lesson. Teachers can play an important role in educating children about sexual and other abuse prevention; however, this complex and emotional issue requires sensitivity and careful preparation.

Important Preparation

Before talking with children about sexual or other child abuse prevention, be sure to familiarize yourself with state law and school and district policy for reporting sexual and other child abuse. Notify parents about the topic. Encourage parents to come in and talk with you about the unit and to discuss the subject with their children.

Identify your own feelings about sexual abuse to determine whether you are comfortable discussing this topic and whether you are capable of differentiating what you feel from what children may feel. If not, seek help from a school nurse or counselor or community resources.

Explanation of Sexual Abuse

Sexual abuse has to be carefully explained. Most children will not be abused, and we don't want children to lose their trust in most adults. But children need to learn that there are situations in which they have the right to protect themselves even when adults are around.

Children need to know that sexual and other abuse is not their fault. They also need to know that they have the right to say no to confusing and unwanted touches; however, if they can't or don't say no, the problem still is not their fault.

Disclosure

Occasionally, following a classroom discussion, a child will disclose that he or she has been abused. If this happens, you should

- ask the child to talk to you privately
- listen carefully and ask questions only to clarify
- praise the child for telling someone about his or her concern
- encourage the child to talk to her or his parent (unless the abuse involves the parent)
- indicate that you believe what the child is telling you
- reassure the child that it is not her or his fault
- ***follow district policy and state laws regarding reporting the disclosure***

Behavior Symptoms

Students' behavior can indicate problems at home, including child or sexual abuse, as well as substance abuse. The following symptoms may indicate a child is in trouble:

- drop in grades and effort at school
- frequent complaints of physical symptoms, such as headache or stomachache, with no apparent illness
- change in mood—a cheerful child stops smiling or a quiet child becomes rude and loud
- withdrawal from friends and classmates
- increased irritability or aggressive behavior
- obsession with or detailed knowledge of a topic such as sex or drugs

Contacting Parents

If a student exhibits one or more of these symptoms, contact the parents or family and share your concern. If the family identifies a problem that may be causing these changes in behavior, talk with the student. You may want to suggest that the child talk to a counselor.

If family members do not have an explanation for the behavior, and the signs continue, talk with the student privately. Let her or him know that you have noticed a change. Ask if he or she is upset about something and would like to talk about any problems or concerns.

Follow school, district and state policy in reporting or referring students' problems, including physical, sexual or substance abuse. Ask the school or district nurse or counselor for assistance.

LETTER

Preventing Child Abuse

Dear Family:

As part of our comprehensive health curriculum, *Actions for Health,* students will be learning how to recognize and protect themselves from physical and sexual abuse. Experts estimate that one out of four girls and one out of eleven boys are sexually abused, so the prevention of this abuse is an important topic.

As always, you are the best educator for your child. We encourage you to discuss this topic with him or her. We can suggest some resources for you to use. If you have any questions or would like to preview the lesson, please contact me.

Sincerely,

____

Name ____

Your Opinion, Please

Directions: Read each situation to decide if the child is being abused.

1. Randy stole a bar of candy from the grocery store. He ate it as he rode home on his bike. As punishment, his parents made him go back to the store. He had to explain to the owner what he did, and pay for the candy. His parents also told him he could not have dessert with dinner that night.
   Did Randy's parents abuse him? ______________

2. Nicole's family eats supper at 6:00 every night. The family rule is that everyone is supposed to be home by 5:45. Then everyone must be cleaned up and ready to eat at 6:00 sharp. One afternoon, Nicole lost track of time. She didn't get home until 6:15. Her father was so angry he wouldn't let Nicole in the house. She sat outside on the porch without supper until 10:00.
   Did Nicole's father abuse her? ______________

3. Peter promised his baby sitter he wouldn't tease his little brother. He broke his word several times. Finally, his baby sitter got so mad she hit him with a broom. She hit him so hard that he had big bruises on his arms and legs.
   Did Peter's baby sitter abuse him? ______________

4. Kayla's friends were all going to the school basketball game on Thursday night. Kayla really wanted to go, too. But she had been grounded for the week because she missed her curfew. Kayla begged her parents to let her go, but they wouldn't.
   Did Kayla's parents abuse her? ______________

Name ____

Dear Gabby

Directions: Read each of the letters. Answer the letter in a way that will be helpful to the writer.

Dear Gabby:

After school, I walk to my friend's house. I stay there until my parents come home from work. I like my friend, but I'm afraid of his mom. She yells a lot. She hits my friend and his sisters all the time. Last week, I accidentally broke one of her plates. She got very mad and spanked me so hard that I cried. What should I do?

Angry in Alabama

Name ______________________________

Dear Gabby (continued)

Dear Gabby:

I am a ten-year-old girl. I have a boy cousin who is sixteen. He comes over often. When he's here, he sits with his arm around me or holds my hand. I don't like it. Last time he came over, he tried to kiss me on the lips. Ugh! What should I do?

Confused in Colorado

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UNIT VI

Stress Busters in the Community

LESSON

27

Professional Stress Busters

Objectives

Students will be able to identify their personal support systems.

Students will be able to explain ways to manage stress.

Time

One class period.

Overview

Unit VI: Stress Busters in the Community introduces some health care professionals. The lesson begins with a review of stress management techniques students have learned in this year's health classes. Students then complete a worksheet on their "support systems."

After a discussion of some specific health care workers, students work in groups to locate headings in the *Yellow Pages* that identify people and organizations who can assist with stress management. After an optional presentation by a wellness educator or other stress management professional, students complete a worksheet showing ways to manage stress.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:

✓ Local *Yellow Pages* directory, one copy for each group of three or four students. (Contact your local phone company for additional copies.)

COPY:

✓ **My Support System** worksheet, one for each student.
✓ **Mapping Stress Management**, one for each student.

PREPARE:

✓ Arrange to have a wellness educator or some other health care worker who specializes in stress management address your class (optional).

Procedure

■ Ask students to identify and briefly describe some of the stress management techniques they've learned about in their health lessons (liking yourself, relaxation, exercise, good nutrition, spending time with friends, music, humor). Remind students that they have learned many ways to deal with problems.

Add that sometimes problems get too big to handle on our own. Sometimes people try stress management techniques—and still feel stressed out. Tell students that when we find that we can't manage stress on our own, we can get more help.

Ask students if they know some ways to get more help. Who would they suggest a friend could talk to if the friend was feeling too much stress? Suggestions might include parents, aunts, uncles, grandparents, teachers, school nurse, school counselor.

Tell students people such as these make up what we call our "support system"—people who are there to catch us when we stumble or fall. Distribute the **My Support System** worksheet. Tell students to fill in the names of people who help support them.

■ Tell students that sometimes problems are bigger or more serious than even our support system can help us handle. Explain that when that happens we need the help of a health care worker—a professional stress buster.

Explain that many health care workers can help us learn more about stress management. Other special health care workers offer therapy—special treatment for special problems. Tell students that psychiatrists, psychologists and counselors are three types of special health care workers who can help people learn to manage stress.

Write the word PSYCHIATRIST on the board. Tell students that a psychiatrist is a medical doctor. Psychiatrists can treat mental disorders and prescribe drugs if necessary. Add that psychologists and counselors are not medical doctors.

Write the word PSYCHOLOGIST on the board. Explain that a psychologist has a degree in psychology. Psychologists can provide therapy to patients.

Write the word COUNSELOR on the board. Tell students that there are many different kinds of counselors. Add that most counselors have college degrees. Some counselors have master's and doctorate degrees. A counselor listens to patients and helps them solve their problems.

■ Divide the class into groups of three or four, and give each group a copy of the *Yellow Pages*. If necessary, explain to students how to use the *Yellow Pages*. Tell groups to locate three or four headings in the *Yellow Pages* that list someone or someplace where people might go to get help dealing with stress. Tell students to think about a variety of people and places who could help.

Note: Groups work best when each member has a specific task, e.g., reader, recorder, reporter, timekeeper. if you are unable to obtain copies of the *Yellow Pages* for students' use, assign each group a different professional group to research and prepare a short report on. See the following list for suggestions.

When students have completed this activity, have individual groups report their findings. Write the suggested headings on the board. Answers may include:

- Acupuncture
- Biofeedback Therapy
- Crisis Intervention Service (Hot Line)
- Health and Fitness Program Consultants
- Hospitals
- Marriage, Family and Child Counselors
- Meditation Instruction
- Mental Health Services
- Physicians
- Psychologists
- Social Workers
- Suicide Prevention Counselors
- Yoga Instruction

■ Introduce the term *wellness educator*. Explain that a wellness educator is someone who's probably gone to college and may have an advanced degree. A wellness educator specializes in teaching people healthy lifestyle habits, such as stress management, how to stop smoking, how to eat a nutritious diet or how to get more exercise.

- *Optional:* If you have made arrangements for a wellness educator or some other health professional who deals with stress management education to speak to your class, have this person speak at this time. Before you introduce the guest speaker, you may wish to generate a list of questions the students would like her or him to answer. Possible questions include:
    - What kind of training did you need to teach people stress management?
    - Do you use the same or different approaches to teach adults and children?

- Distribute the **Mapping Stress Management** worksheet. Review the mind-mapping technique with students, if necessary. Review the example on the worksheet with students. Tell students to choose two or three other ways to deal with stress and map them on the worksheet.

Suggest that students show at least one idea for something they can do on their own and one idea for getting help from a professional stress buster. Emphasize that all the ideas should show ways someone could manage stress.

Evaluation

Assess students' responses on the **My Support System** worksheet for their ability to identify a personal support system.

Assess students' responses in class discussion and their work on the **Mapping Stress Management** worksheet for their ability to explain ways to manage stress.

Home/Family Involvement

Encourage children to take home the **My Support System** worksheet and discuss their support systems with family members.

Follow-Up/Extension

Have students use the *Yellow Pages* to locate counseling services especially for children. Have students work in small groups to contact different agencies to find out what services they offer and report to the class.

Suggested Resources

Into Adolescence: Actions for Wellpower. M. Waters and A. Hocker. Santa Cruz, CA: ETR Associates. This curriculum for students in grades five through eight includes a lesson on stress management, as well as other aspects of wellness.

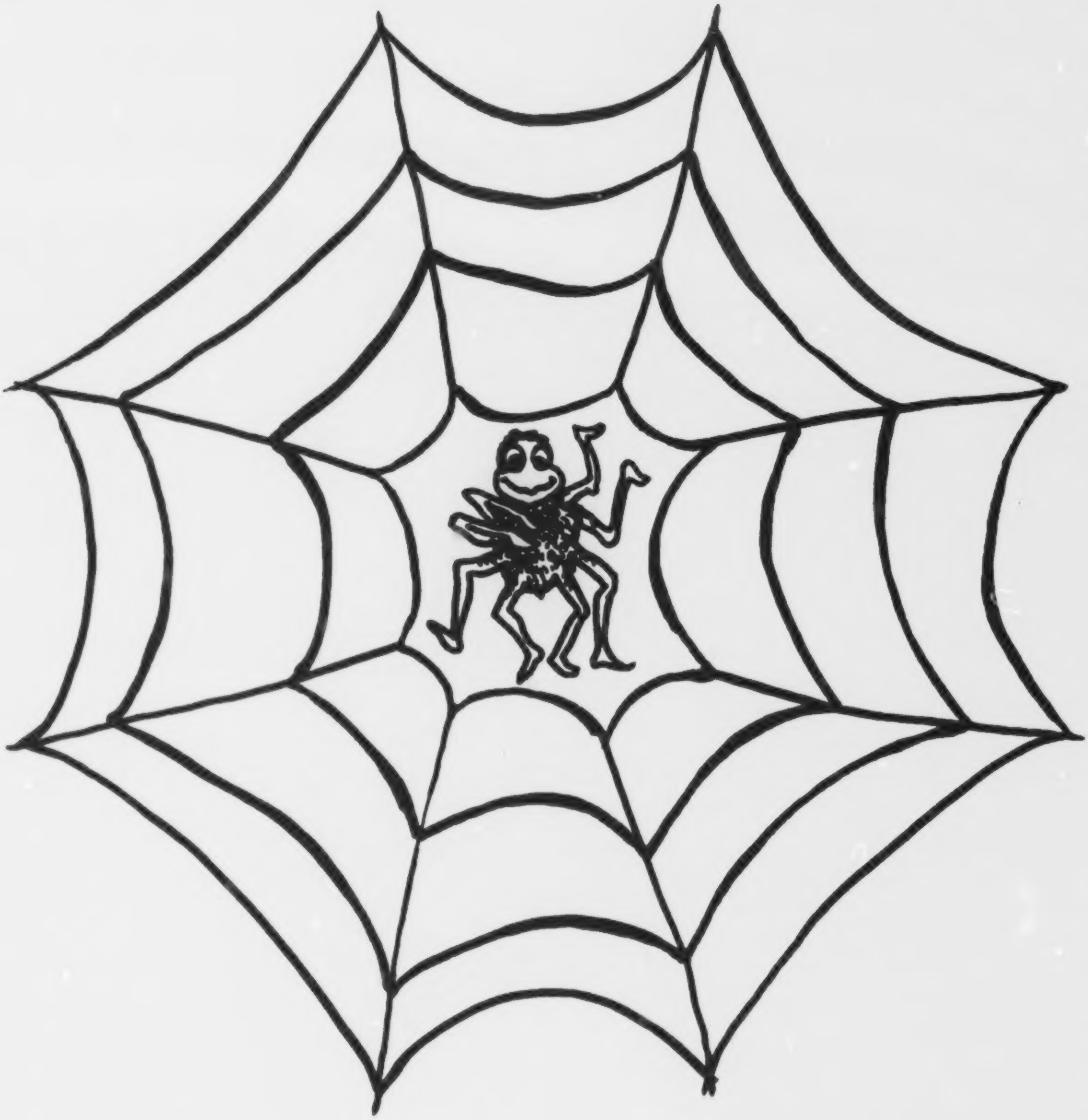
Smiling at Yourself: Educating Young Children About Stress and Self-Esteem. A. N. Mendler. Santa Cruz, CA: ETR Associates. This handbook for teachers, parents and other caregivers includes suggestions to help children identify and deal with stress.

Stress and Tension Control Association, U.S. International University, Institute of Stress Management, 10455 Pomerado Rd., San Diego, CA 92131. Write to the association to find out more about the qualifications to become a stress management professional and the services the organization offers.

Name ______________________________

My Support System

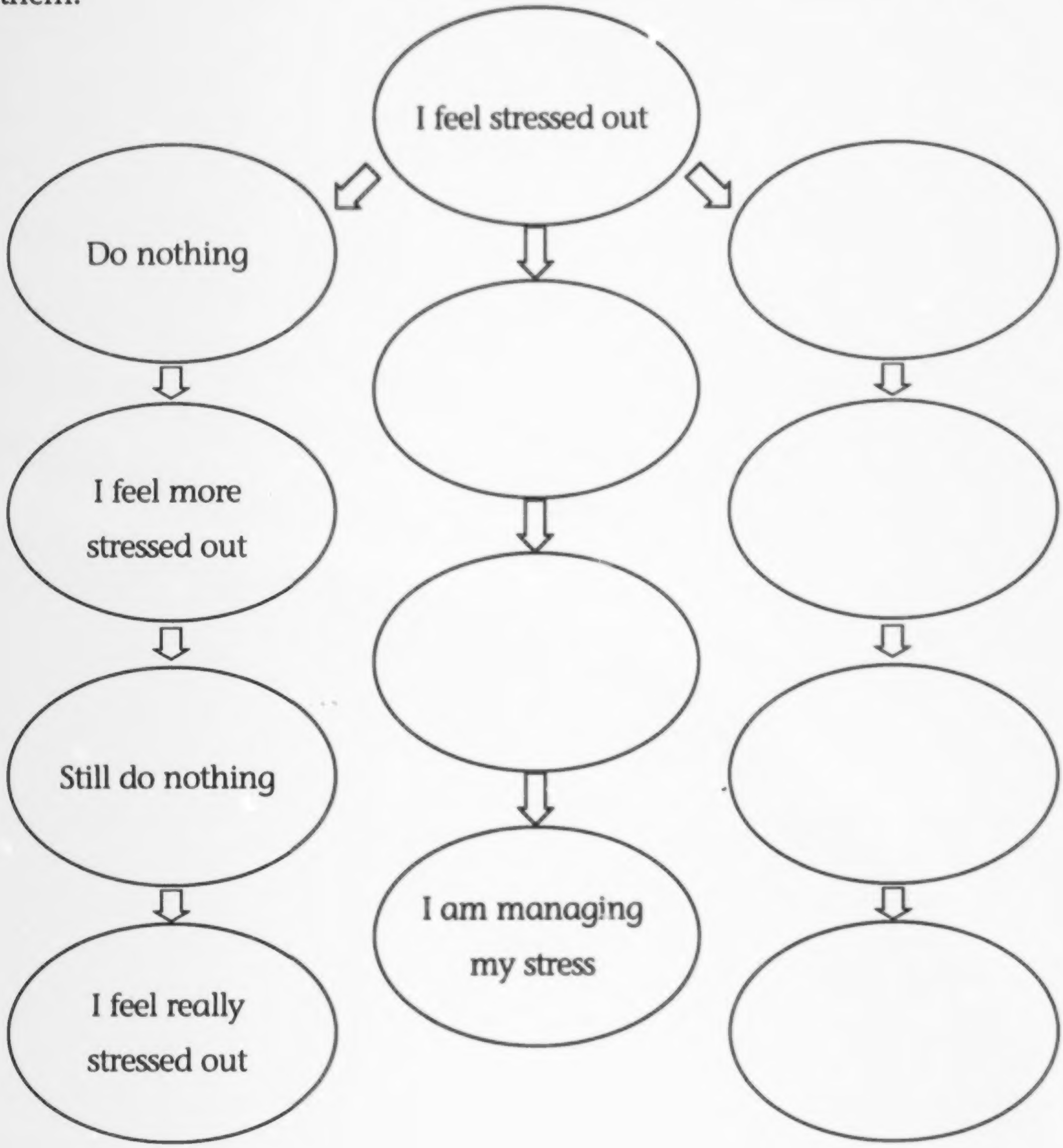
Directions: Fill in this web with the names of people you can go to for help and support.



Name ______________________________

Mapping Stress Management

Directions: When you feel stress, you have choices about what to do. The example below shows one choice. Think about some other choices and map them.


I feel stressed out
Do nothing
I feel more stressed out
Still do nothing
I feel really stressed out
I am managing my stress

CULMINATION LESSON

28

Stress Busters in Action

Objective

Students will be able to demonstrate ways to manage stress.

Time

One class period and another class period a few days later for student presentations.

Overview

This lesson provides an opportunity for students to demonstrate what they have learned about stress management and saying no during this year's health curriculum.

To begin the lesson, students read a pamphlet on stress and review stress management techniques. Students then work in groups to create roleplays that present a variety of stressful situations and suggestions for handling them.

Integration

Language arts.

Teacher Materials and Preparation

HAVE:

✓ *Teen Stress! and Ways to Handle It* pamphlet, one for each student.

COPY:

✓ **Math Stress** worksheet, four to six copies, depending on the number of students in a group.
✓ **Too Much to Do** worksheet, four to six copies, depending on the number of students in a group.
✓ **Worried About the Team** worksheet, four to six copies, depending on the number of students in a group.
✓ **Joining the Club** worksheet, four to six copies, depending on the number of students in a group.
✓ **The Swimming Hole** worksheet, four to six copies, depending on the number of students in a group.

Procedure

■ Distribute the *Teen Stress!* pamphlet. Read and discuss it with students. Use the pamphlet to review the various stress management techniques students have learned in this curriculum.

■ Tell students that today they are going to work in groups to create roleplays that will show some of the things they've learned about managing stress. Tell students you will be giving them ideas for their roleplays.

Divide the class into five groups of four to six students. Give all the members of each group copies of one of the five roleplay worksheets—**Math Stress, Too Much to Do, Worried About the Team, Joining the Club** and **The Swimming Hole**.

Tell groups to plan their roleplays around the ideas on the worksheet. Explain that each roleplay has four to six roles. Two or three students should play the children's roles, and two or three students should play Stress Busters.

Explain that the students playing the children's roles will act out the problem described on the worksheet. Add that the other group members will be Stress Busters. Tell students that, in the nick of time, the Stress Busters should join the children to offer their suggestions.

Tell groups to read their situation and decide who will play each role. Tell them to discuss what each person will say, making sure everyone has something to say.

Suggest that groups brainstorm solutions for the Stress Busters to share with the children. Emphasize that the Stress Busters should offer positive solutions to the problems—solutions that help the children make healthy choices and manage stress.

Give students time to plan and practice their roleplays. Encourage them to be creative in using props or costumes for the roleplays.

■ When groups are ready to perform, ask the class to watch the roleplays carefully. Tell students to identify the cause of stress in each roleplay and the Stress-Buster solutions. Discuss each group's solutions.

Evaluation

Assess students' performances in the Stress-Buster roleplays for their ability to demonstrate stress management techniques.

Follow-Up/Extension

Take photos of the roleplays. Then have each team prepare a list of its cast and a short summary of its roleplay. Create a bulletin board or poster to display this information.

TEACHER

Math Stress

One child has just failed two math tests in a row. She/he doesn't understand the chapter in the math book. She/he is afraid to ask questions in class because she/he might look stupid. She/he also has no quiet place to do her/his homework. This child is beginning to think, "Why bother?"

The other children are also doing poorly in school. They are all discussing their troubles with school. One child suggests that the way to make things better is to forget about school and go to the carnival tonight. This child tries to convince the other children to go to the carnival.

Finally, the Stress Busters arrive with their suggestions.

TEACHER

Too Much to Do

One child is feeling a lot of stress—from school, from the sports team, from parents, from friends who want him/her to help them with their homework. This child is visiting at another child's house.

The second child offers the first child a wine cooler. This child gives the first one lots of reasons to drink the wine cooler. The first child really doesn't want to drink it, but he/she is feeling a lot of pressure.

Finally, the Stress Busters arrive with their suggestions.

Worried About the Team

One child has tried out for the school team for her/his favorite sport. The names of the people who made the team will be posted tomorrow. This child is worrying about whether she/he made the team.

She/he is talking to her/his brother or sister. The brother or sister just keeps telling her/him not to worry, to just forget about it, because making the team isn't important anyway. But the first child doesn't know how to stop worrying.

Finally, the Stress Busters arrive with their suggestions.

TEACHER

Joining the Club

Two or three children have been invited to join a blood-sister/blood-brother club. One child really wants to join. She/he doesn't have many friends. She/he thinks if she/he joins this club, she/he will finally have friends.

The other children think the club sounds interesting, but they know that sharing blood can be very dangerous. The children talk about the club. Some of the children start to feel that the first child won't be their friend if they don't join the club, too.

Finally, the Stress Busters arrive with their suggestions.

TEACHER

The Swimming Hole

One child wants to go swimming in a place marked "Absolutely no swimming." He/she is really pressuring the other children, who don't want to swim there. The first child tries everything he/she can think of to get the other children to go swimming there.

Finally, the Stress Busters arrive with their suggestions.

SPECIAL EVENT

SPECIAL EVENT

Let's Exercise

Physical activity is one of the most effective techniques for managing stress. It is also one of the easiest and most appropriate techniques for children at this level to use. The special event at this level allows students to develop their own exercise routines. It can be used with the lessons on fitness in **Unit II: Healthy Choices, Healthy Lifestyle.**

Students combine physical activity with music to create exercise routines to teach the class. When students have had time to develop and practice their routines, the class can present a celebration of exercise. Audiences could include other school students and staff, family and community members, as well as local media.

Preparation

You will need a VCR and a television monitor. Preview some commercial exercise videos and pick two or three short segments (one to three minutes each) to show students. You may want to check a children's exercise tape if one is available.

You will also need a tape cassette player or a compact disc player. If you have access to a videocamera and film, students can tape their exercise routines. Ask family members, school physical education teachers and members of the community, such as aerobic dance class teachers, to help students create their routines. Consider asking high school students to help students create or film their routines.

Creating the Routines

Ask students if they've ever watched an exercise program on television or exercised with an exercise video. Discuss. Show students the exercise video segments you've chosen. Survey students to determine which segment they like best. Rerun that segment, and have students exercise along with it.

Tell students that many exercise videos are 30 to 45 minutes long. When people exercise with these videos, they get aerobic benefits. Remind students that the term *aerobic exercise* refers to continuous activity that lasts at least twenty minutes and is vigorous enough to make the heart beat faster.

Tell students they will be working in small groups to develop their own exercise routines. Explain that each routine needs to last only about three to four minutes. Then the groups' routines can be combined to create a routine long enough to be aerobic.

Distribute the **Guidelines for Exercise Videos**, and review the guidelines. Tell the groups to make signs for their routines. Tell them to write the name of their exercise routines and the names of the group members on a sheet of white paper with a dark colored marker. (Yellow or a light fluorescent color won't show up as well.)

Allow students two or more class periods to develop and practice their routines. If possible, arrange for groups to have different spots in the school to practice their routines. Have groups present their routines to the class before inviting other audiences.

Let the class work out the sequence of presentation for the routines. Send out invitations for the Let's Exercise performance. (See the **Let's Exercise Invitation** sample.)

Videotaping Hints

If you have access to a video camera, arrange to have the presentations taped.

Start by filming the sign with the name of the routine and the members of the group. Have a student in the group read the information as the sign is taped.

You may want to have group members do their routine twice. First have them do it by themselves for taping. Then have them lead the rest of the class in doing the routine.

This tape can be used in a variety of ways:

- When your students need a break, have the class exercise along with a different routine.
- On inclement days, let students exercise to several of the routines.
- Run the tape during open house or any school event when parents and community members are visiting the school.
- Share the tape with the physical education teacher to run for other classes.
- Share the tape with other teachers to use in their classrooms.
- Let students bring blank tapes from home and make copies of the routines to share with their families and use at home.

Name ____

Guidelines for Exercise Routines

Directions: With your group, create an exercise routine that is three to five minutes long. Select an energetic song for your routine. Be sure to pick a song that makes you want to move.

Guidelines

■ Repeat movements. Exercise routines usually have a lot of repetition. People frequently do the same movement four to eight times. Be sure to repeat each movement several times.

■ Start slow. For the first minute, do warm-up activities such as:
- arm swings
- head rotations
- slow walking
- slow kicks
- clapping (regular clapping or clapping over your head, behind you, to the side, etc.)

■ Start moving faster. After the first minute, start doing movements that make the heart beat a little faster. Include activities such as:
- running in place
- jumping jacks
- higher kicks
- hopping
- jumping

■ Slow down at the end. Don't go full speed and then stop all of a sudden. Cool down by slowing down gradually. Use some of the activities from the beginning of the routine.

Name ____

Special Reminders

- Write down each exercise (and the number of repeats) in your routine. Everyone in your group should have a copy of the routine.

- Choose a leader. The leader will introduce each new step and count. For example, the leader might say, "Swing your arms back…and a second time…and a third time…and the last time." Or the leader can introduce the step and everyone in the group can count out loud together.

- Practice the routine with the music. If everyone is having a tough time with one part of the routine, practice just that part over and over. If everyone still is having a tough time, change the exercise to something everyone can do.

- Before you present the routine, decide where each of you will stand on the floor.

Other Notes

SAMPLE

Let's Exercise

Invitation

Date: ______________________

Dear Family:

Your child's class invites you to our program "Let's Exercise" on

____.

(date and time)

Students have had fun preparing the exercise routines that they will present at this program. We hope that every child will be able to have a family member or friend at the program. Please return the slip that indicates whether you can attend.

The students look forward to sharing their program with you.

Sincerely,

____

- -

Child's name ______________________________________

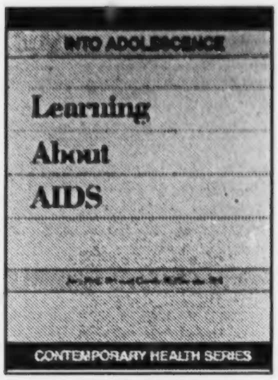
_____ I(we) plan to attend the celebration. Number of people _____

_____ No one from our family will be able to attend. Please invite one of my child's friends to attend.

Signed ______________________

How to Order Suggested Resources

Into Adolescence Curricula


INTO ADOLESCENCE
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CONTEMPORARY HEALTH SERIES

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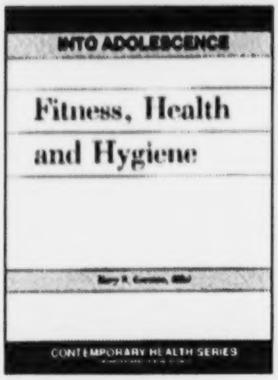
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Fitness, Health and Hygiene
CONTEMPORARY HEALTH SERIES

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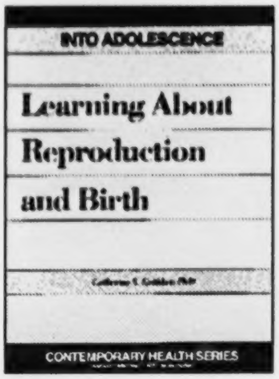
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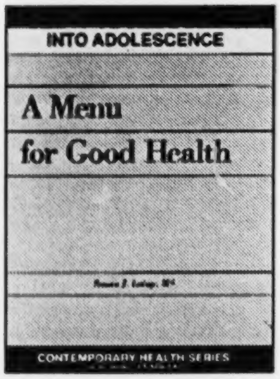
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CONTEMPORARY HEALTH SERIES

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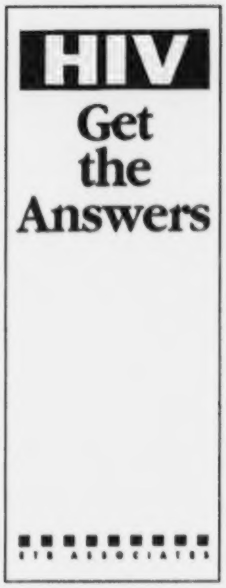
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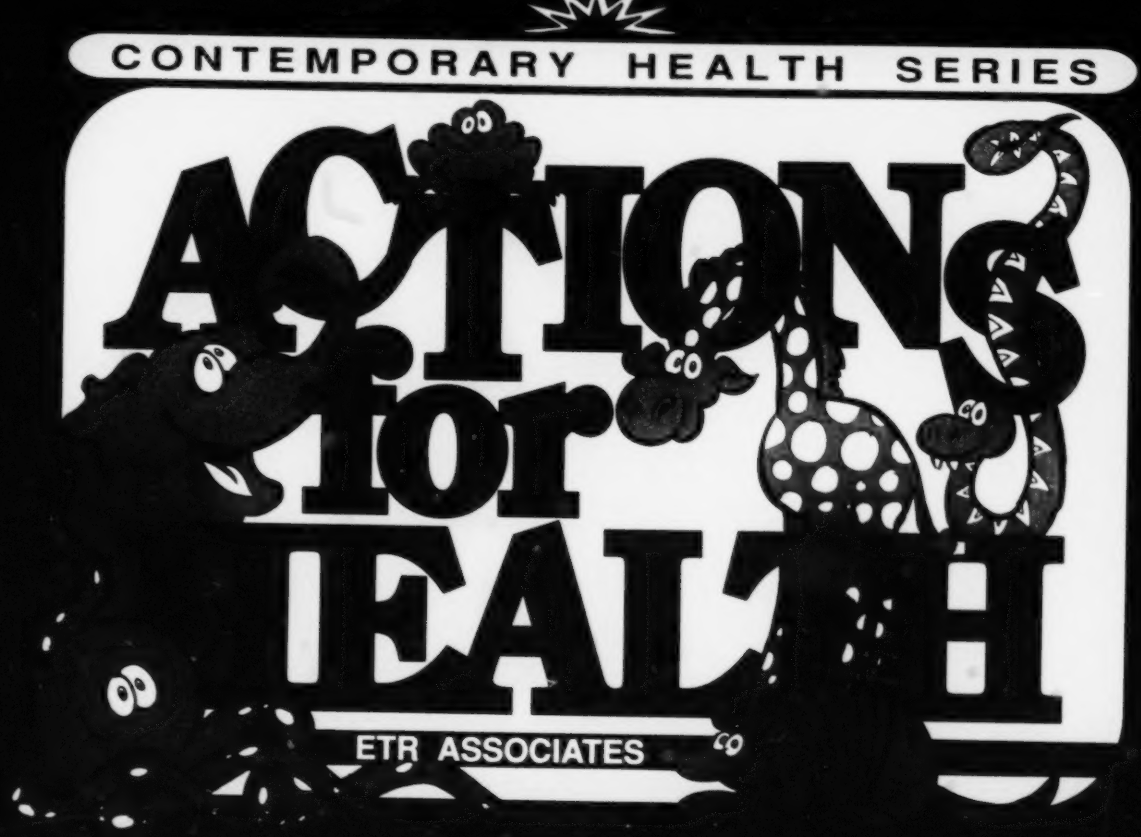
CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH



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SAMPLE

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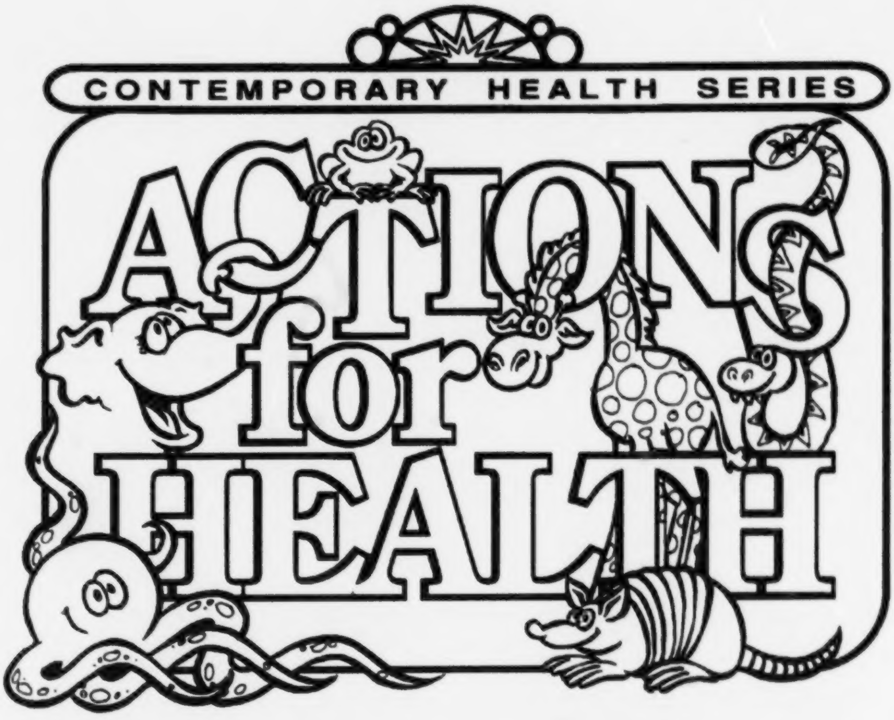

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

Student Workbook

ETR ASSOCIATES
Santa Cruz, California
1994

To the Teacher

Introduction

Actions for Health is a comprehensive health curriculum for students in grades kindergarten through six. Designed with the elementary educator's special needs in mind, this effective and easy-to-use curriculum addresses the scope of recommended health education content.

The curriculum is designed to make learning about health interesting, personal and fun. Activities challenge students to acquire and use knowledge, encourage the development of personal integrity and build important personal and social skills.

Elementary teachers need resources that affirm the learning partnership between student and teacher. This curriculum both promotes that partnership and helps empower children to make choices that contribute to their health and self-esteem.

About the Workbook

This workbook has been designed for students participating in Level 5 of the *Actions for Health* curriculum. The workbook includes all student pages from the curriculum, except the worksheets that are to go home with family letters. These letters and worksheets can be found in the *Involving Families* booklet. Teacher Background Information and other materials for the teacher's use are not provided in the workbook.

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Permission is hereby granted to reproduce the materials in this book for use in one classroom.

Additional copies of this workbook are available for purchase. Bulk discounts are available for classroom sets.

For more information about other titles available in the series, please contact our Sales Department, ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call toll-free 1-800-321-4407.

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Name ______________________________

Danger and Opportunity

1. If an event in your life feels like a danger, will you experience eustress or distress? ______________
2. If an event in your life feels like an opportunity, will you experience eustress or distress? ______________
3. Sometimes two people will see the same event in two different ways. Sam and his sister, Tony, are moving and will be going to a new school in the fall.

a. Sam feels distress. What might he be thinking?

____

____

b. Tony feels eustress. What might she be thinking?

____

____

危机

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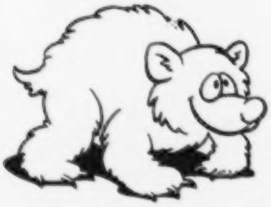
Name ______________________________

Telegrams from the Zoo

Directions: When you send a telegram, you usually have to pay according to how many words you write. So most telegrams are very short. Each of the animals Misuk visited decided to send her a telegram to remind her how to reduce stress. Write a short telegram from each animal to Misuk. Try to write it in less than ten words.

Kangaroo ______________________________

Bird ______________________________



Bear ______________________________

Seal ______________________________

Monkey ______________________________

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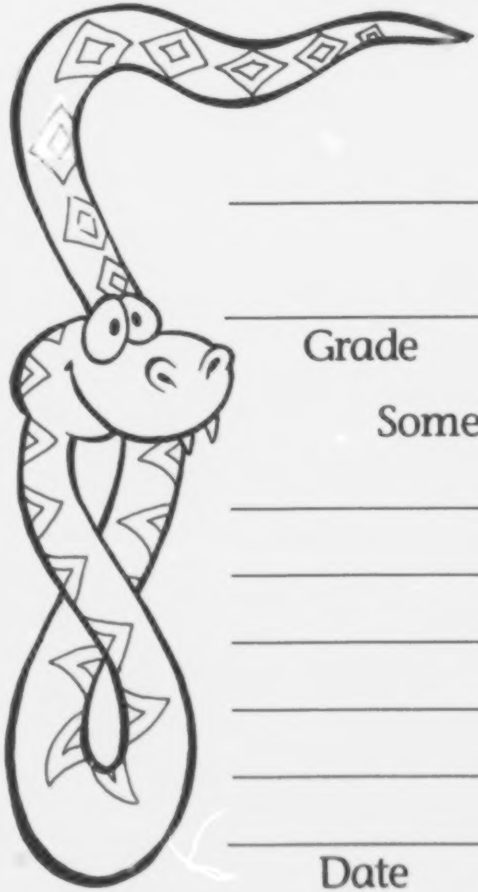
Stress Buster Certificate



Stress Busters Club

Name

Grade

School

Some ways I've found to lower my stress:

Date

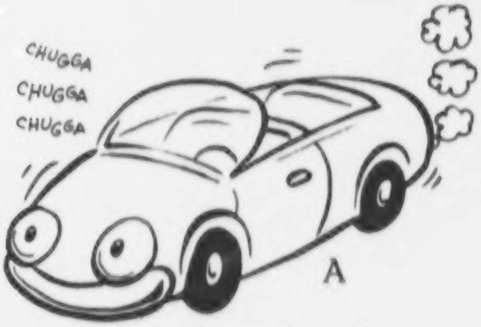
Teacher's Name

Name

5

Name ____

How Do They Run?


CHUGGA
CHUGGA
CHUGGA

A

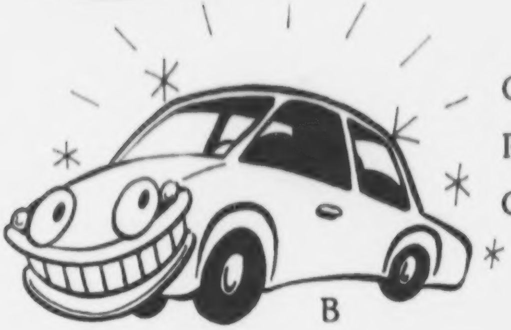
Owner ____________________

Problem ____________________

Cause ____________________

____

____



B

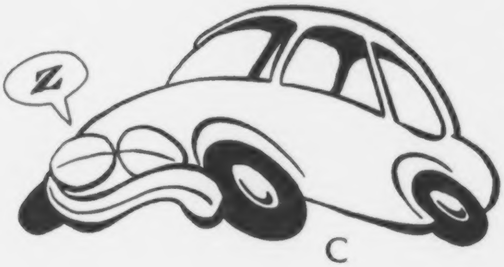
Owner ____________________

Problem ____________________

Cause ____________________

____

____



C

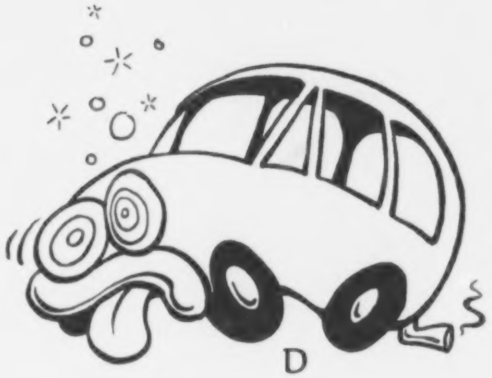
Owner ____________________

Problem ____________________

Cause ____________________

____

____



D

Owner ____________________

Problem ____________________

Cause ____________________

____

____

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Name ______________________________

Exercises I Like

Directions: In each box, draw a picture of an exercise you like to do that has the benefit listed in the box. Then write the name of the exercise on the line below your picture.

	Strength ______________________
Endurance ______________________	**Flexibility** ______________________

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Name ______________________________

Balancing My Meals

Directions: Plan one day of meals and snacks for yourself. Make sure you get the recommended number of servings from each of the five main food groups.

	Grains	Fruits	Vegetables	Meat	Milk	Others
Breakfast						
Snack						
Lunch						
Snack						
Supper						
Snack						
Servings planned						
Recom-mended servings	6–11	2–4	3–5	2–3	2–3	
Servings eaten						

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Name ________________________________

Mixed-Up Nutrition

Directions: Unscramble the letters to find the names of foods in each food group.

Milk Group

eeesch ____________

lmki ____________

troguy ____________

eic mecra ____________

shamikkle ____________

gndpiud ____________

Fruits Group

anaban ____________

gorena ____________

marlenwote ____________

sprage ____________

pepla ____________

chape ____________

Meat Group

geg ____________

hikccne ____________

shif ____________

utnape trubet ____________

bamghrure ____________

ropk ____________

Grains Group

daber ____________

reecla ____________

glabe ____________

icre ____________

dolones ____________

infumf ____________

Vegetables Group

cluttee ____________

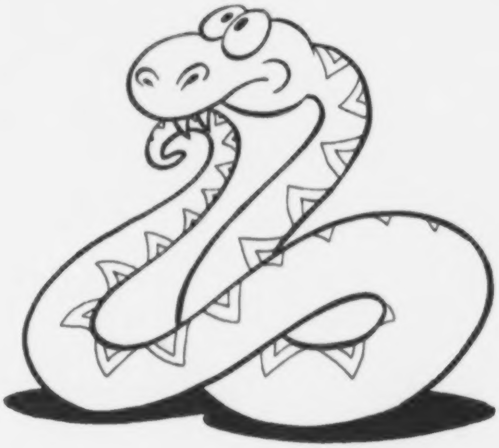
ratroc ____________

norc ____________

snabe ____________

cliboroc ____________

shauqs ____________



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Name ______________________________

Disease Detectives

Directions: Write the name of the chronic disease you are researching on the line. Then complete the rest of the information. Use this information to prepare a short (two-minute) report about this disease for the class.

Name of the disease/disorder: ______________________________

Part of the body affected: ______________________________

Symptoms: ______________________________

____

____

Cause(s): ______________________________

____

____

How is the disease treated? ______________________________

____

____

Any other interesting information you've discovered?

____

____

____

____

____

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Name ____

Health Gazers

Directions: Each of the following paragraphs describes a different person. Read each description. Then, based on what you know about chronic disease, make a guess about the current health status of each person.

TOXIN
100's
CIGARETTES
WARNING
TOXIN 100's
CIGARETTES

Clyde

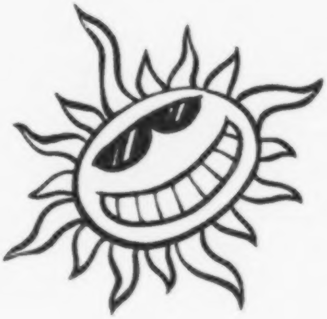
Clyde has been smoking cigarettes since he was thirteen. He started out smoking a couple of cigarettes a week. Now he smokes three packs a day. (Clyde's slogan: "Smoke gets in my eyes, but who cares?")

What chronic disease(s) is Clyde at risk for? ______________________________

____

Why? ____

____



Durwood

Durwood is a sun-worshiper. He works outside on a construction crew and often works bare-chested in the summertime. On weekends, Durwood spends all his time fishing, swimming or taking care of his lawn. (Durwood's slogan: "If the sun is out, I am.") And he doesn't believe in putting any "sissy" lotion on his body!

What chronic disease(s) is Durwood at risk for? ______________________________

____

Why? ____

____

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Name ______________________________

Health Gazers (continued)

Elwood

Elwood lives life in the fast lane. He eats fast food and lots of it. (Elwood's slogan: "The greasier the better.") He smokes. He gets drunk on alcohol regularly. He has a stressful job. And he doesn't get much exercise.

What chronic disease(s) is Elwood at risk for? ______________________

____

Why? ______________________________________

____

____

____

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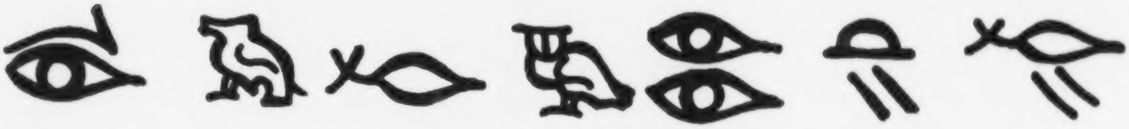
Writing Assignment

Directions: Please write the following sentence in your own words.



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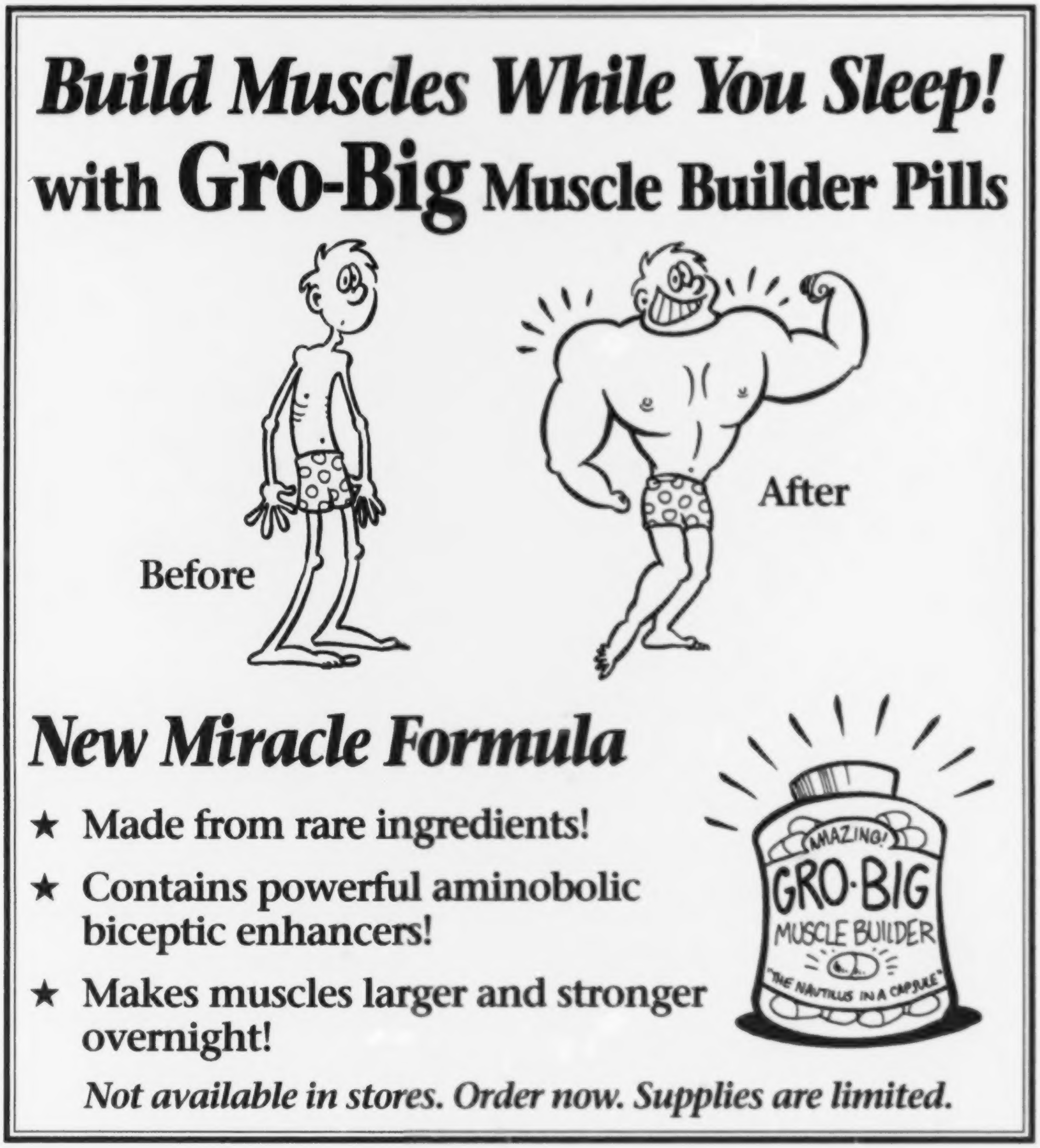
Name ______________________________

Mighty Muscles

Directions: Discuss this advertisement with your group, and answer the questions on the next page.



Build Muscles While You Sleep!

with Gro-Big Muscle Builder Pills

Before
After
AMAZING!
GRO·BIG
MUSCLE BUILDER
"THE NAUTILUS IN A CAPSULE"

New Miracle Formula

- ★ Made from rare ingredients!
- ★ Contains powerful aminobolic biceptic enhancers!
- ★ Makes muscles larger and stronger overnight!

Not available in stores. Order now. Supplies are limited.

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Name ______________________________

Mighty Muscles (continued)

1. What is the name of the product? ______________________

2. How is the product supposed to make people healthy? ____________
____

3. Does the ad promise a quick cure or an easy cure? ____________

4. Does it mention mysterious or magical ingredients? Are the names of these ingredients in the dictionary? If so, what do these words mean?
____
____

5. Are there limits on where you can buy the product? If yes, what are they?
____
____

6. Do you think this product is a safe product that will work or is it a quack product? Explain your decision.
____
____
____

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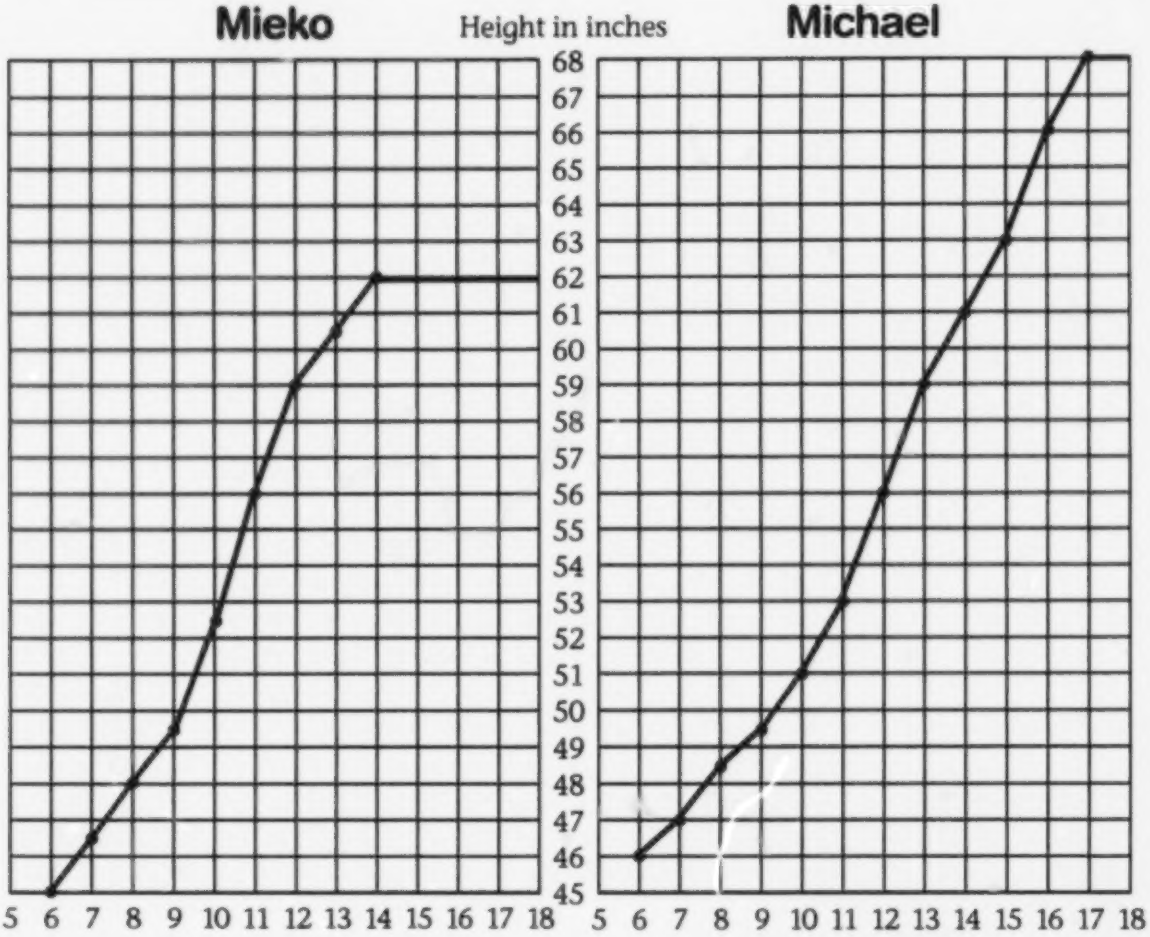
Growth Spurt Case Studies

Directions: Look at the graphs that show how Michael and Mieko grew. Use the graphs to answer the questions.

1. At what age did Mieko begin her adolescent growth spurt? __________
2. At what age did Michael begin his adolescent growth spurt? __________
3. At what ages was Mieko taller than Michael? __________
4. At what age did Michael catch up to Mieko? __________
5. Why aren't all ten year olds the same height? __________

____



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Name ____

Growing and Changing

Directions: Look at the lists of changes that occur during puberty. In the list under Woman, circle the changes that occur as a girl grows to be a woman. In the list under Man, circle the changes that occur as a boy grows to be a man.

Draw or paste a picture of a girl at the bottom of the woman's list and a picture of a woman at the top. Draw or paste a picture of a boy at the bottom of the man's list and a picture of a man at the top.

Woman

- weight increases
- pubic hair grows
- underarm hair grows
- hips widen
- menstruation begins
- voice changes
- testes enlarge
- breasts develop
- facial hair grows
- shoulders broaden
- height increases

Man

- weight increases
- pubic hair grows
- underarm hair grows
- hips widen
- menstruation begins
- voice changes
- testes enlarge
- breasts develop
- facial hair grows
- shoulders broaden
- height increases

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Name ____

Why Skin Care Is Important

Which body organ do you think is the biggest—the heart, the brain, the intestines?

Surprise! The body's largest organ is the skin. An eleven year old has five pounds of skin. The brain of an eleven year old weighs only a little more than two pounds.

The skin has many jobs. One important job is to cover the body and keep dirt, germs and sunlight out. The skin protects the inside of the body from dirt, but the skin itself can get very dirty. As you become a teenager, dirty skin can lead to two problems—acne and body odor.

Acne is really several skin problems. Acne includes blackheads, whiteheads and pimples. About three-fourths of all teens have some form of acne.

Why is acne so common among teenagers? During the teen years, your body starts producing more hormones. Hormones are chemicals that help your body become a man's or a woman's. As the hormone levels in your bloodstream go up, the oil glands in your body become more active.

Oil glands are located deep in your skin. They produce a fatty substance called *sebum*. The sebum flows from the oil gland up to the surface of your skin. Sometimes the oil glands produce too much sebum. When the sebum's way to the skin gets blocked, a blackhead or a pimple forms.

The good news is that acne doesn't last forever. Most teenagers who have acne outgrow it when they become adults.

Body odor also starts in the teen years. Unlike acne, it doesn't go away when you become an adult. Body odor can happen when you sweat.

Sweating is important for good health. When you exercise or play hard, your body gets hot. But it's not good for your body to stay hot for too long. So your body sweats to cool off.

Sweat doesn't smell. But when you sweat, the body gives off another substance called *apocrine*. Apocrine is given off only in certain parts of the body, such as under your arms. When apocrine combines with the bacteria that's always on your skin, it causes an odor. The body may give off more apocrine when you feel stress.

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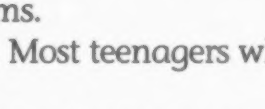

Name ______________________________

Look Your Best

Wash your face, neck and hands every day.

Wash your hands before eating and after using the restroom.

If your face is oily, wash it two or three times a day with mild soap and water.

Bathe or shower often, especially after exercise.

If your hair is oily, keep it back from your face.

Don't touch your face except when you're washing it.

Don't squeeze pimples.

Keep nails trimmed—not too long and not too short.

Keep nails clean.

Wash your hair whenever it feels dirty.

Rinse all the soap out of your hair after shampooing.

Comb and brush your hair each day.

Use clean combs and brushes.

Don't share your comb or brush.

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Name ____

My Responsibility Scorecard

Directions: Rate how well you are doing on each item in the list below. Use the blank lines to add other things you or your family think are important and rate yourself on those, too.

	Hardly ever	Some of the time	Most of the time
1. I follow family rules.			
2. I keep my word.			
3. I accept my share of work around the house.			
4. I cooperate with others.			
5. I express my feelings appropriately.			
6. ______________________________			
7. ______________________________			
8. ______________________________			
9. ______________________________			

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Name ____

Stress Busters in Action

Directions: With your group, read each case study. Then decide what the stressful event is.

Case Study 1: Elroy's grandpa lost his job and moved in with Elroy's family. Since their apartment was small, Elroy's mom decided that grandpa should sleep in Elroy's room and Elroy should sleep on the living room couch.

What's the change? ____________________________________

Do you think this change will be stressful to Elroy? Why? ______________

____

Case Study 2: Yael's mom was offered a promotion if she would move to a different state. Her parents decided that her mom should take the job and that the family would move. Yael's mom has already moved. Her dad is staying in their old town until he sells the house. Yael and her sister are living with their dad until they move.

What's the change? ____________________________________

Do you think this change will be stressful to Yael? Why? ______________

____

Case Study 3: Hank's mom was killed in a car accident when he was only two years old. He lived with his dad and his grandma until his dad remarried last year. Now he has a stepmom and two younger stepsisters.

What's the change? ____________________________________

____

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Name ______________________________

Stress Busters in Action (continued)

Do you think this change will be stressful to Hank? Why? ______________

____

Case Study 4: Carmen has two older brothers in high school. This spring her mom had a baby—a little girl called Lucia. Her mother and father have told Carmen that in November they'll be moving Lucia's crib into Carmen's bedroom.

What's the change? ______________________________

Do you think this change will be stressful to Carmen? Why? ______________

____

Case Study 5: As far back as she can remember, Lin's family has always spent the holidays with her only grandparent—Grammy. This summer Grammy became very sick and died.

What's the change? ______________________________

Do you think this change will be stressful to Lin? Why? ______________

____

Case Study 6: Doug's parents got a divorce this year. Doug lives with his dad most of the time. When he visits his mom, he feels sorry for her. But he also feels uncomfortable because she asks him lots of questions about his dad. Doug told his dad that he really doesn't want to visit his mother. But his dad said Doug's mom has visiting privileges twice a month.

What's the change? ______________________________

Do you think this change will be stressful to Doug? Why? ______________

____

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Name ______________________________

Effects of Alcohol

Alcohol affects people in many ways. Not everyone who drinks alcohol will experience all the effects listed below. But most people will experience some of them.

- bloodshot eyes
- slurred speech
- less coordination
- less sense of right and wrong
- nausea
- damage to heart, liver, kidney
- difficulty driving a car
- problems with school, sports and friendships
- family problems
- addiction

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Name ____

Alcohol—Now and Later

Alcohol Effects

Immediate	Long-term

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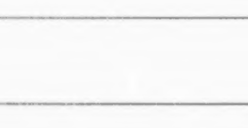


Name ______________________________

Drug Effects

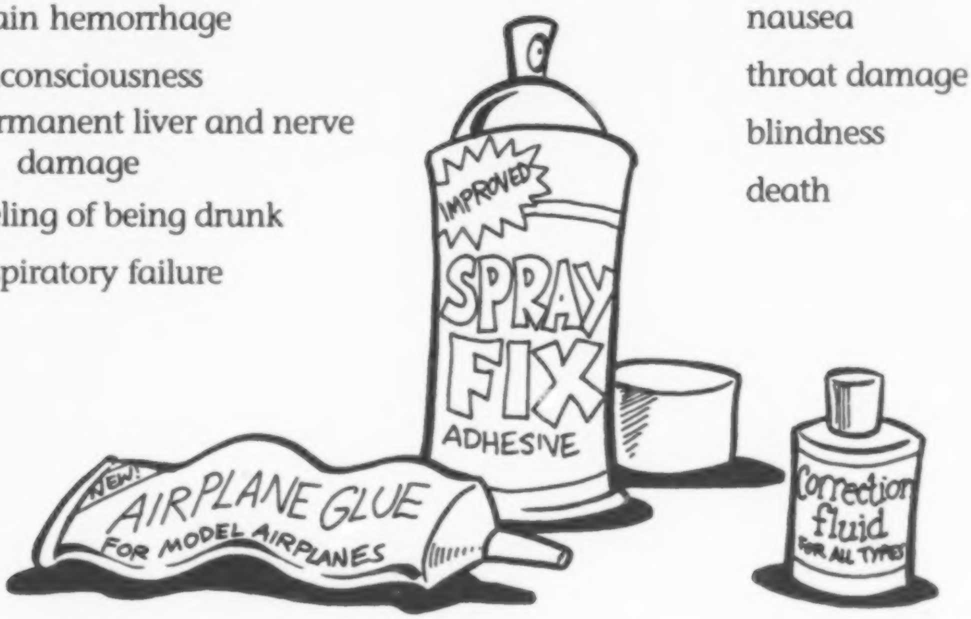
Directions: Discuss the effects of the following drugs with your group. Decide whether each effect is immediate or long-term. Work with your group to make a chart that shows the immediate and long-term effects of the three groups.

Drugs affect people in many ways. Not veryone who uses drugs will experience all the effects listed below. But most people will experience some of them.

Inhalants

poor judgment
brain hemorrhage
unconsciousness
permanent liver and nerve damage
feeling of being drunk
respiratory failure

slurred speech
nausea
throat damage
blindness
death


IMPROVED
SPRAY FIX
ADHESIVE
NEW!
AIRPLANE GLUE
FOR MODEL AIRPLANES
Correction fluid
FOR ALL TYPES

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Name ____

Drug Effects (continued)

Tobacco

stains on teeth and fingers

bad-smelling clothes, hair and breath

lung cancer

heart disease

mouth cancer

emphysema

TOXIN
100's
TOXIN
100's
CIGARETTES
CIGARETTES
WARNING:

problems with sports

stomach ulcers

serious dental disease and tooth loss (chewing tobacco)

addiction

death

Marijuana

fear

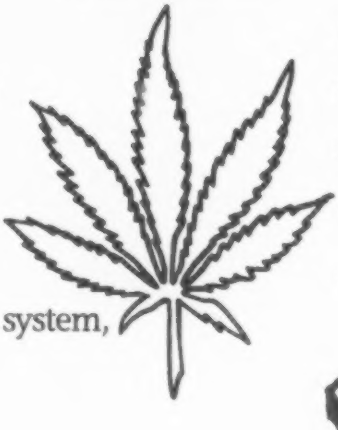
inflammation of the lungs

respiratory problems

slower thinking

bloodshot eyes

damage to heart, immune system, reproductive system



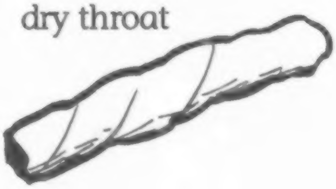
coordination problems

interference with memory

sluggishness and dullness

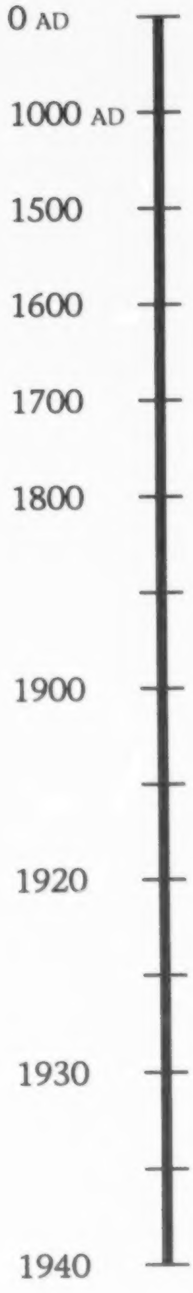
addiction

dry throat



Name ______________________________

Tobacco Timeline


0 AD
1000 AD
1500
1600
1700
1800
1900
1920
1930
1940

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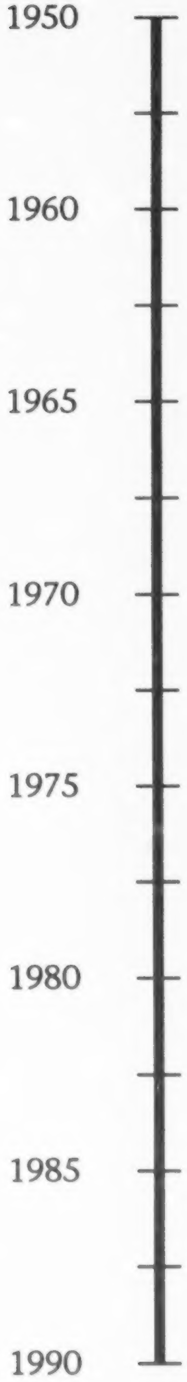
Name ____

Tobacco Timeline (continued)


1950
1960
1965
1970
1975
1980
1985
1990

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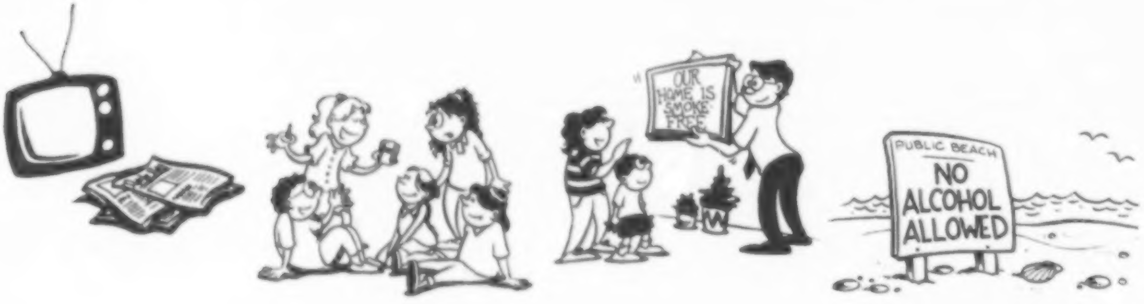
Name ____

Who Influences Me?

1. All my friends have tried wine coolers. They want me to try one, too.
   ____
2. My mother and my grandfather smoke, so it must be OK. ____________
3. The people in cigarette ads are always laughing and having a lot of fun.
   ____
4. No one in my family drinks alcohol. ____________________
5. Everybody in town knows that the police arrest everyone they find smoking marijuana. ____________________________
6. The beer commercials on TV show really interesting, exciting people drinking beer. ____________________________
7. Some of the kids at my school think it's really cool to sniff glue.
   ____
8. Our town has a lot of fun things for kids to do. There are special programs that encourage people not to use drugs. ____________________
9. In the movies, people often drink wine when they're out on a date.
   ____
10. My friends don't like the smell of cigarette smoke. ______________



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Name ______________________________

To Smoke or Not to Smoke: That Is the Question

Directions: Think about these influences that might affect a decision about smoking. Then answer the questions.

Friends:	Some of them have tried smoking. They say it makes them feel really cool.
Family:	Parents don't smoke. They have clearly said that they do not want anyone to smoke in their house.
Advertising:	Some cigarette advertisements show surfers and skateboarders smoking. These ads make smoking look like a lot of fun.
Community Norms:	Not many people in the neighborhood smoke. The town has a lot of buildings where smoking is not allowed.

1. Which of these outside forces would influence you? Why? ______________

2. Which of these outside forces would not influence you? Why not? ______

3. Would this be a difficult decision? Why or why not? ________________

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Name ______________________________

Decision Tree

Directions: With your partner, fill in the decision tree to show how you would make a decision about smoking.

Decision

____

Alternatives

Consequences

Immediate

Long-term

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

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Name ______________________________

Saying No

Joe: I've been smoking for a couple of months. It's really great. Do you want to try?

Juana: No, thanks. I don't like the smell of cigarettes. Let's go shoot some baskets instead.

Wendy: I took a couple of my Mom's cigarettes. She'll never miss them. I knew you were dying to try smoking. Shall I light up?

Shani: I don't want a cigarette. My parents would kill me if I ever smoked. Why don't we play ping-pong instead?

Jesse: Smoking looks so grown-up. I bummed a cigarette off the kid next door. You want to try?

Mike: No. I can't smoke because of sports. Why don't we do something else like ride our bikes around the park?

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Name ______________________________

More Ways to Say No

Joe: I've been smoking for a couple of months. It's really great. Do you want to try?
Juana: No, thanks. I don't like the smell of cigarettes. Let's go shoot some baskets instead.
Joe: Come on. You'll like this.
Juana: No. I don't want a cigarette.
Joe: What's wrong? Aren't we friends?
Juana: Of course we're friends. I just don't want to smoke.
Joe: Are you sure?
Juana: Absolutely. I'm going to shoot baskets. Are you coming?

Wendy: I took a couple of my Mom's cigarettes. She'll never miss them. I knew you were dying to try smoking. Shall I light up?
Shani: Sorry. I've got to get going.
Wendy: Don't you want to try smoking? You always said you'd try.
Shani: I need to use the bathroom. Excuse me.

Jesse: Smoking looks so grown-up. I bummed a cigarette off the kid next door. You want to try?
Mike: ______________________________
____
Jesse: ______________________________
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Mike: ______________________________
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Jesse: ______________________________
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Mike: ______________________________
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Name ____________________

Sports Safety

Directions: Write the name of the activity you are researching. Then complete the rest of the information. Use this information to prepare a class presentation on safety rules for this activity.

Name of activity: ____________________

Safety equipment needed: ____________________

Important safety rules: ____________________

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Name ______________________________

Safe Boating Is Fun

Many people enjoy boating. Here are some important safety tips to follow when you ride in a small boat—a rowboat, canoe or raft.

Always, always, always wear a life jacket—even if you know how to swim. If the boat turns over in the middle of the lake, you might be too far from shore to swim to safety. Whenever you ride in a boat, be sure an adult who can swim is with you.

Stay seated at all times. Moving around in a small boat can unbalance it. When the boat becomes unbalanced, it tips. You could fall out. If the boat turns over, try to turn it back up and get back in. If you cannot turn it up, hang onto the overturned boat. Use it as a float and kick to shore.

Watch the sky. A change in the clouds could mean a storm is on the way. If the clouds change, return to shore at once.

Here are some other good ideas for boaters:
- Wear sunscreen when you're in a boat. It's easy to get sunburned on the water.
- Take a first-aid kit along.
- Bring a light jacket. Sometimes it's cooler on the water than on shore.

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Name ____

Swim for Safety

Swimming is an excellent physical activity. It is aerobic. It helps you strengthen your heart and lungs.

People like to swim in different places—public pools, private pools, ponds and beaches. Wherever you swim, there are some important safety rules to follow.

Be sure help is nearby if you need it. Swim only when a lifeguard is on duty. Lifeguards help keep swimmers safe. Swim with a friend, too, and stick together. Then if one of you is in trouble, the other can call for help.

Swim only in safe places and at safe times. Pay attention to "No Swimming Allowed" signs. Those signs are placed in areas that are dangerous. If an area is roped off to be safe for swimming, stay inside the roped-off area. Do not swim during thunderstorms. If you're in the water and the sky looks stormy, get out at once.

Know your own limits. If you're not a strong swimmer or you're tired, play it safe. Stay in water where you can stand up with your head out of water.

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Name ______________________________

Swim for Safety (continued)

Watch where you're going. Stay away from diving boards or floats. Someone who isn't watching could hit you. If you want to dive, find out first if the water is deep enough.

Don't take a chance of hurting another person. Never, never hold anyone under water. Don't push people around in the water.

Here are some special safety tips for pools:

- Be sure you know which is the deep end and which is the shallow end of the pool.
- Don't run, push or play rough around the pool.
- Before jumping or diving, be sure all swimmers are out of your way.

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Name ________________________________

If Someone Is Choking

Directions: Cut the steps of the Heimlich Maneuver apart on the dotted lines. Then paste them on another piece of paper in the correct order for performing the maneuver.

Make a fist with your hand. Find the bellybutton. Place your fist about one fist above the bellybutton.

Let the upper part of the person's body hang forward.

If the object pops out, stop.

If the object doesn't pop out, repeat the four sets of jabs until it does.

Ask if the person can talk. If the person is unable to make a sound, he or she is choking.

Stand behind the person. Place your arms tightly around her or his waist.

Grab your fist with your other hand and pull up toward the person with four quick upward lifts.

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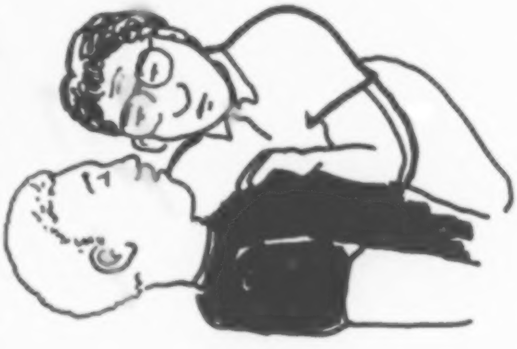
Name ______________________________________

Rescue Breathing Practice

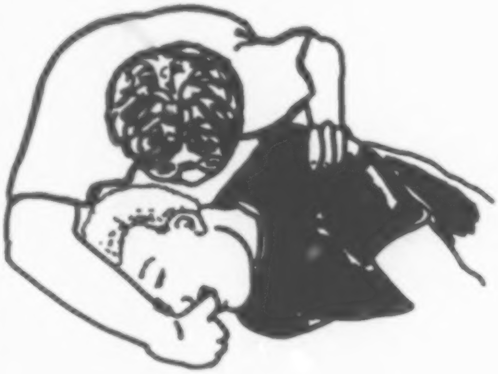


Step 1. Check first to be sure the person isn't breathing.

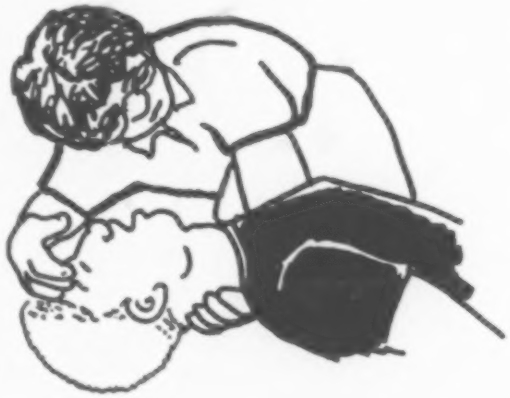
Is the chest moving up and down? (If so, the person is breathing)

Place your ear next to the nose and mouth. Can you hear or feel any breathing?

If the person is breathing, stop. If the person is not breathing, go on to Step 2.



Step 2. Place the person on his or her back. Turn the head to the side and remove any food, gum or any other material that's in the mouth.



Step 3. Place one hand under the person's neck. Rest the other hand against his or her forehead. Gently pull the neck up and press the forehead down. This opens the air passage to the lungs.

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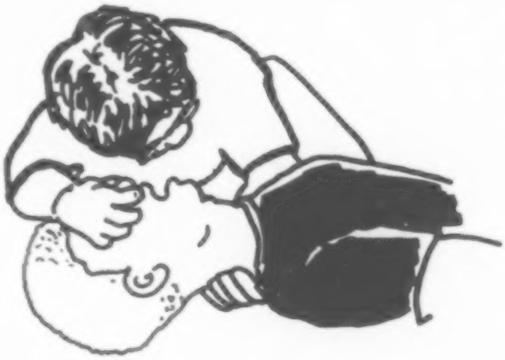
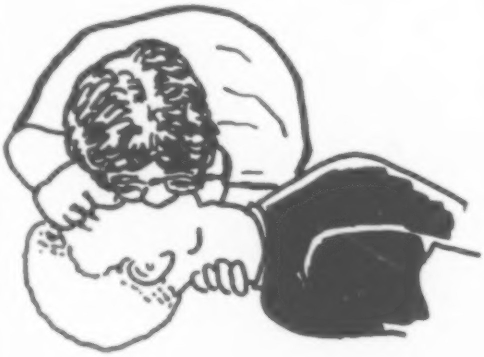
Name ______________________________

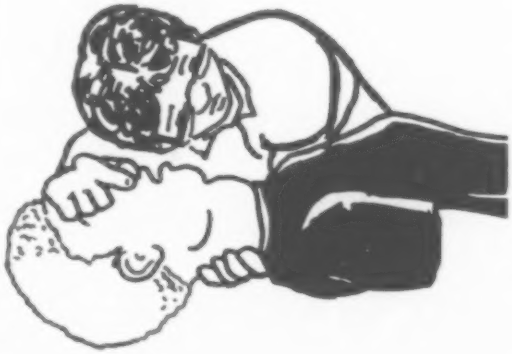
Rescue Breathing Practice (continued)



Step 4. Pinch the person's nostrils closed. This prevents air from escaping when you breathe into his or her mouth.



Step 5. Take a deep breath. Seal your mouth tightly over the person's mouth and blow. You should see the chest rise as the lungs fill with air.



Step 6. Place your ear by the person's mouth. Listen for air coming out.

Step 7. If the person starts breathing, stop rescue breathing.

Step 8. If the person does not start breathing, continue pinching the nose closed and blowing a deep breath into the person's mouth every four seconds until the person starts breathing on his or her own.

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Name ____

Your Opinion, Please

Directions: Read each situation to decide if the child is being abused.

1. Randy stole a bar of candy from the grocery store. He ate it as he rode home on his bike. As punishment, his parents made him go back to the store. He had to explain to the owner what he did, and pay for the candy. His parents also told him he could not have dessert with dinner that night.
   Did Randy's parents abuse him? ______________

2. Nicole's family eats supper at 6:00 every night. The family rule is that everyone is supposed to be home by 5:45. Then everyone must be cleaned up and ready to eat at 6:00 sharp. One afternoon, Nicole lost track of time. She didn't get home until 6:15. Her father was so angry he wouldn't let Nicole in the house. She sat outside on the porch without supper until 10:00.
   Did Nicole's father abuse her? ______________

3. Peter promised his baby sitter he wouldn't tease his little brother. He broke his word several times. Finally, his baby sitter got so mad she hit him with a broom. She hit him so hard that he had big bruises on his arms and legs.
   Did Peter's baby sitter abuse him? ______________

4. Kayla's friends were all going to the school basketball game on Thursday night. Kayla really wanted to go, too. But she had been grounded for the week because she missed her curfew. Kayla begged her parents to let her go, but they wouldn't.
   Did Kayla's parents abuse her? ______________

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Name ____

Dear Gabby

Directions: Read each of the letters. Answer the letter in a way that will be helpful to the writer.

Dear Gabby:

After school, I walk to my friend's house. I stay there until my parents come home from work. I like my friend, but I'm afraid of his mom. She yells a lot. She hits my friend and his sisters all the time. Last week, I accidentally broke one of her plates. She got very mad and spanked me so hard that I cried. What should I do?

Angry in Alabama

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Name ____

Dear Gabby (continued)

Dear Gabby:

I am a ten-year-old girl. I have a boy cousin who is sixteen. He comes over often. When he's here, he sits with his arm around me or holds my hand. I don't like it. Last time he came over, he tried to kiss me on the lips. Ugh! What should I do?

Confused in Colorado

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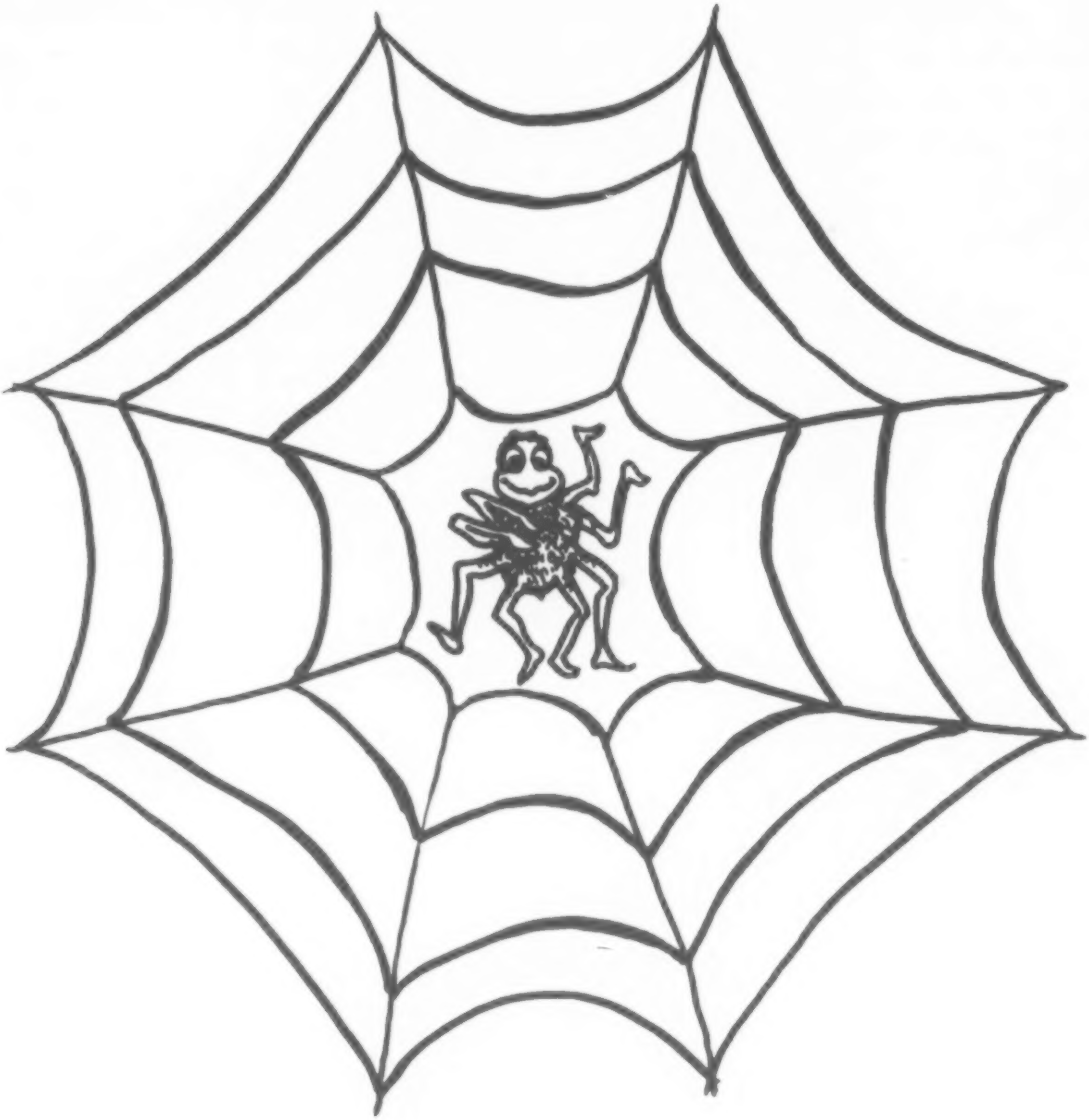
Name ______________________________

My Support System

Directions: Fill in this web with the names of people you can go to for help and support.



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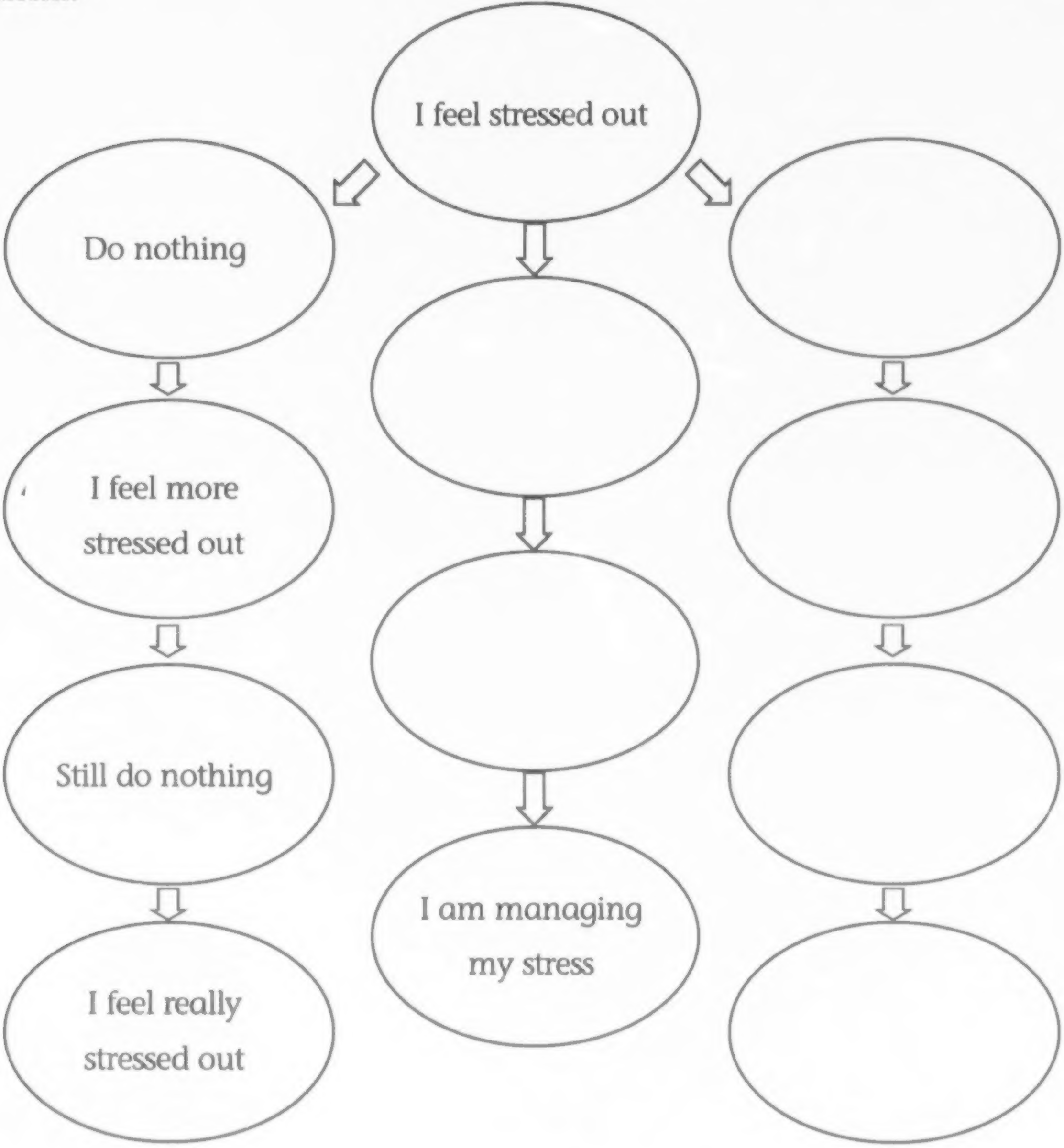
Name ______________________________

Mapping Stress Management

Directions: When you feel stress, you have choices about what to do. The example below shows one choice. Think about some other choices and map them.


I feel stressed out
Do nothing
I feel more stressed out
Still do nothing
I feel really stressed out
I am managing my stress

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Name ____

Guidelines for Exercise Routines

Directions: With your group, create an exercise routine that is three to five minutes long. Select an energetic song for your routine. Be sure to pick a song that makes you want to move.

Guidelines

■ Repeat movements. Exercise routines usually have a lot of repetition. People frequently do the same movement four to eight times. Be sure to repeat each movement several times.

■ Start slow. For the first minute, do warm-up activities such as:
- arm swings
- head rotations
- slow walking
- slow kicks
- clapping (regular clapping or clapping over your head, behind you, to the side, etc.)

■ Start moving faster. After the first minute, start doing movements that make the heart beat a little faster. Include activities such as:
- running in place
- jumping jacks
- higher kicks
- hopping
- jumping

■ Slow down at the end. Don't go full speed and then stop all of a sudden. Cool down by slowing down gradually. Use some of the activities from the beginning of the routine.

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Name ____

Guidelines for Exercise Routines (continued)

Special Reminders

- Write down each exercise (and the number of repeats) in your routine. Everyone in your group should have a copy of the routine.

- Choose a leader. The leader will introduce each new step and count. For example, the leader might say, "Swing your arms back…and a second time…and a third time…and the last time." Or the leader can introduce the step and everyone in the group can count out loud together.

- Practice the routine with the music. If everyone is having a tough time with one part of the routine, practice just that part over and over. If everyone still is having a tough time, change the exercise to something everyone can do.

- Before you present the routine, decide where each of you will stand on the floor.

Other Notes

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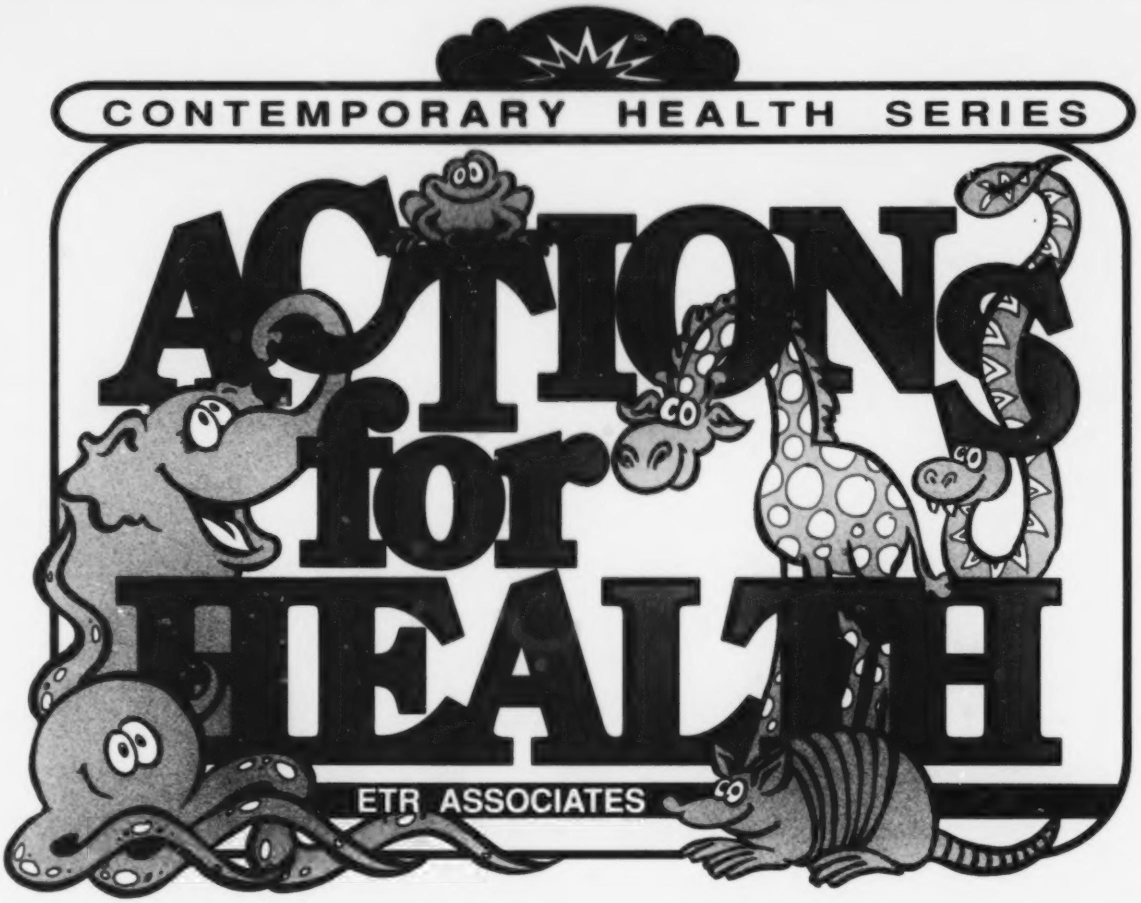

CONTEMPORARY HEALTH SERIES

ACTIONS for HEALTH

ETR ASSOCIATES

SAMPLE

nvolving Families

5

ETR ASSOCIATES

Introduction

Family and community involvement is an important aspect of a comprehensive health education program. Families are the primary lifestyle educators of their children. The health knowledge and skills students gain in the classroom must be supported and reinforced at home and in the community.

At every grade level, the *Actions for Health* curriculum has suggestions for home and family involvement, including letters that can be sent home with students on a variety of topics. The letters offer health information for families and children, suggest activities for family health and describe difficult topics.

For your convenience, we have collected the letters for this grade level in this booklet. These letters were developed to accompany specific lessons. We encourage you to use these letters as a tool to develop family and community involvement. Feel free to adapt them to meet your needs.

Other elements of the *Actions for Health* curriculum are also designed to foster family and community involvement:

- **Activity posters** (grades K-3)—These interactive posters feature suggestions for family activities around specific health themes.
- **Pamphlets** (grades 4-6)—These pamphlets, designed to appeal to preteens, can be shared with families.
- **Student booklets**—Each grade level includes two *Actions for Health* student booklets. These are entertaining stories, written around specific health themes, which children are encouraged to share with families.
- **Special Event**—Each grade level includes suggestions for a Special Event, which you can use to involve the school community, family members and the wider community.

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Additional copies of this booklet are available for purchase. Bulk discounts are available for classroom sets.

For more information about other titles available in the series, please contact our Sales Department, ETR Associates, P.O. Box 1830, Santa Cruz, CA 95061-1830, or call toll-free 1-800-321-4407.

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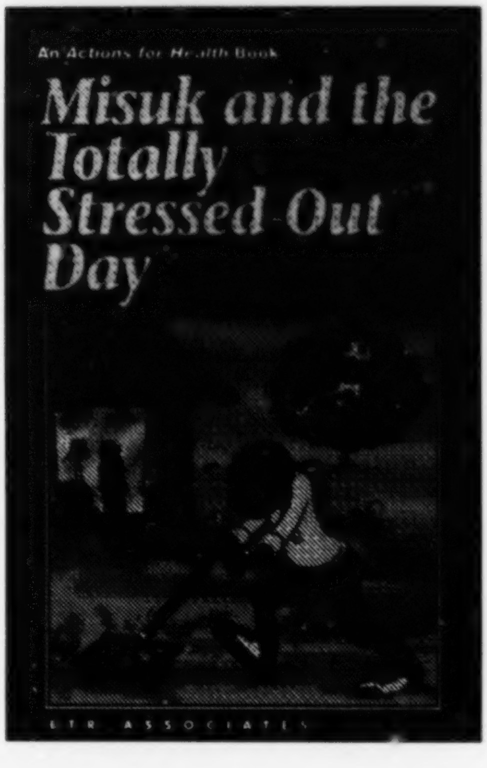
Learning to Handle Stress

Dear Family:

This year's comprehensive health curriculum, *Actions for Health,* has a theme of managing stress. Students will be learning specific strategies to help them manage stress, as well as other skills and information to help them make healthy choices.

For children this age, stress comes in many forms. It can be personal—worrying about a test at school, disagreeing with a family member, coping with peer pressure. Or it can be more abstract—worrying about global problems. Emotional health is an important component of overall health. Learning to handle stress now can help children lead healthier lives.


An Actions for Health Book
Misuk and the Totally Stressed-Out Day
ETR ASSOCIATES

In class today, we read a booklet about some of the stresses in the life of one young girl and the ways she learned to deal with stress. Your child has a copy of this booklet to share with you.

Reading this story with your child provides an opportunity to talk about his or her concerns or problems. We hope you enjoy sharing this story with your child.

Sincerely,

____

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Learning About HIV

Dear Family:

As part of our comprehensive health curriculum, *Actions for Health,* our class will be studying HIV/AIDS. The lesson explains how HIV affects the immune system and how students can protect themselves from exposure to HIV, the virus that causes AIDS. This information helps allay students' fears about the disease and empowers them to make healthy choices.

You are encouraged to discuss this topic with your children. You are the best educators for your children, and your participation will increase the effectiveness of our educational efforts. For your information, this letter includes a fact sheet about HIV/AIDS.

You are welcome to preview this lesson or any other lesson in the health curriculum. Please contact me if you would like to look at these materials or if you have any other questions or comments.

Sincerely,

____

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HIV/AIDS Facts

- HIV stands for *human immunodeficiency virus,* the virus that causes AIDS.
- AIDS stands for *Acquired Immune Deficiency Syndrome,* a communicable disease that damages the body's immune system.
- HIV attacks the body's natural defense against disease, the immune system. When the immune system is weakened by the virus, the body is vulnerable to diseases that healthy people normally do not get, such as rare kinds of cancer, tuberculosis and recurrent pneumonia.
- HIV is not spread through the air or by touch.
- HIV is not spread by sharing toilet articles, food or silverware.
- HIV lives in certain body fluids—blood, semen, vaginal fluids and breast milk. It does not live in sweat, saliva or tears.
- The virus is transmitted only through the exchange of the body fluids in which it lives.
- There is as yet no cure for HIV or AIDS.
- Abstinence from sexual intercourse is the only sure way to prevent sexual transmission of HIV.
- Other behaviors to avoid include sharing needles to inject any drugs (even legal drugs), sharing needles for ear piercing or tattooing, and any other activities in which blood might be exchanged.
- Nobody can get HIV by donating blood.

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Responsibility

Dear Family:

As part of the *Actions for Health* curriculum, your child's class has been discussing family rules and responsibilities. Students have completed a worksheet, **My Responsibility Scorecard**, to help them evaluate how well they are handling some of their responsibilities.

Of course, family rules and responsibilities are different in each family. You may want to suggest that your child add other responsibilities to the worksheet.

The worksheet provides an opportunity for you to discuss with your child the rules and responsibilities that are most important to you. You and your child can also talk about how well your child is handling her or his responsibilities.

There are no right or wrong answers in such an evaluation. Each person has his or her own point of view. If you disagree with your child's rating, discuss your differing points of view. Ask your child to explain why she or he rated the item that way.

Please take the time to discuss this matter with your child. Then sign the bottom portion of this letter and have your child return that section to school. If you have any questions, please call. Thank you for your help.

Sincerely,

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My child and I have discussed the **My Responsibility Scorecard**.

____

(signed)

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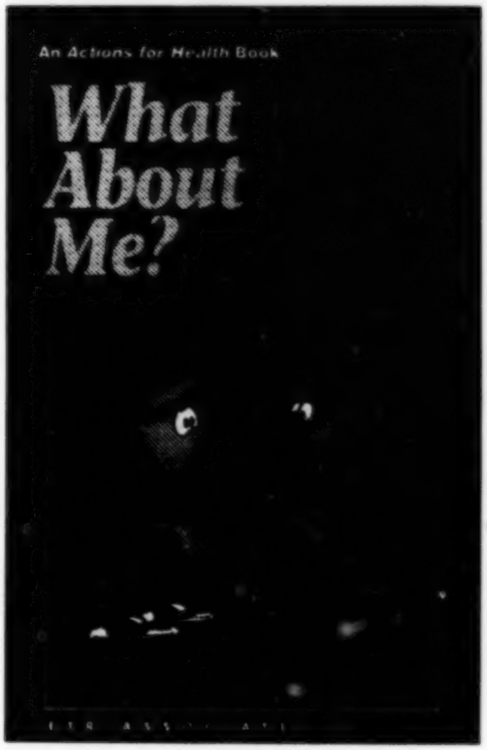
Changing Families

Dear Family:

As part of the *Actions for Health* curriculum, our class is studying family life. We have discussed family rules and responsibilities. We are also discussing family changes and some of the effects of these changes.

Many changes are stressful, even when the changes are positive ones, such as a parent getting a new job or the family moving to a new house. Your support can help your child cope with change, both the positive and negative effects.

Keep the lines of communication open. Listen to your child when she or he wants to talk about things. Some families like to have family councils where the entire family gets together to talk about problems and solutions.



You child has a booklet, *What About Me?,* that deals with family change. We read this booklet in class today. I encourage you to read the story again with your child. You may want to talk with your child about any changes that have occurred in your family.

I hope you enjoy sharing this booklet with your child. If you have any questions, please contact me.

Sincerely,

____

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Preventing Child Abuse

Dear Family:

As part of our comprehensive health curriculum, *Actions for Health,* students will be learning how to recognize and protect themselves from physical and sexual abuse. Experts estimate that one out of four girls and one out of eleven boys are sexually abused, so the prevention of this abuse is an important topic.

As always, you are the best educator for your child. We encourage you to discuss this topic with him or her. We can suggest some resources for you to use. If you have any questions or would like to preview the lesson, please contact me.

Sincerely,

____